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ABSTRACT

This proceedings of the 2000 IFLA (International Federation of Library Associations and Institutions) annual conference contains an alphabetical list of authors and titles, a conference evaluation form, frequently asked questions about the IFLA conference, the convening notice and agenda, IFLA Council resolutions proposed by the Executive Board, proposed revised IFLA statutes and explanatory notes, to a convening notice for an extraordinary meeting of the IFLA Council, postal ballot results on the proposed revision of the statutes, a flyer calling for poster presentations, the intent to submit a poster session proposal form, a memo to IFLA officers and officers of other professional groups regarding involvement in the conference, a program inquiry form for the 2001 conference, a directory of organizing committee members and liaisons, a preliminary program, a list of satellite meetings in conjunction with the conference, general conference information from the IFLA Secretariat, and the full text of 195 papers presented at the conference. The conference theme is "Information for Co-Operation: Creating the Global Library of the Future." Subtopics are: exchange of electronic bibliographic data, cross-cultural networking partnerships, the multicultural Internet--management of information and librarianship for the 21st century; the on-site library in the era of the virtual library; educating the professional for the Global Information Infrastructure; research in a global environment; the study of reading in the digital society; and preservation of the past for the future. (MES)

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IFLA Council and General Conference: Conference Proceedings (66th, Jerusalem, Israel, August 13-18, 2000)

A.L. Van Wesemael

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Frequently Asked Questions about the IFLA Conference

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

"The people of the book invite the keepers of the book."

Dear Colleagues,

On behalf of the Israeli National Organising Committee and the Israeli library community, we warmly invite all IFLA members to Jerusalem for the 66th Conference in the year 2000.

The IFLA Conference is the most important professional international event within the library and information community. It brings together delegates, experts and suppliers from all over the world, to meet, exchange ideas, share experiences, introduce new technologies and to influence the development of libraries and information centres, both nationally and globally.

The Israeli National Organising Committee has chosen the theme:

"Information for Co-operation: Creating the Global Library of the Future"

for the 66th IFLA Conference in Jerusalem. The key word of the theme is co-operation, towards which we shall all be aiming.

It is to these goals - international, multilingual, multicultural co-operation throughout the library and information community - that the 66th IFLA Conference in Jerusalem commits itself and invites all of its colleagues throughout the world to participate, contribute and celebrate in Jerusalem in the year 2000.

Jerusalem, the venue of the conference, is best

ERLÄUTERUNGEN ZUR VORGESCHLAGENEN REVIDIERTEN SATZUNG DER IFLA

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Memo to IFLA Officers and to Officers of other Professional Groups

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Conference Secretariat

National Organising

Jerusalem, the venue of the conference, is best characterised by its name - Yerushalayim - in Hebrew, which means "city of peace". The city has a history of over 4000 years and is holy to the three monotheistic religions - Judaism, Christianity and Islam. It is famous for its beauty and unique atmosphere - a blend of ancient and modern. Jerusalem is the most suitable setting for the 66th IFLA Conference, especially in the year 2000, the start of a new millenium and a new beginning.

The Israeli library community is waiting to welcome you all warmly in Jerusalem.

Sincerely,

Sara Japhet
President

Bluma Peritz
Vice-President

For more information on logistics such as buses, weather, museum opening hours, etc. please contact Naama Marom, the Nina Abrams Acting Library Director, at
E-mail: library@imj.org.il

For information on Conferance Programme and Proceedings please visit
Web: http://www.ifla.org/IV/ifla66/66cp.htm

National Organising Committee

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IFLA 2000 CONFERENCE
EVALUATION FORM

Dear IFLA 2000 Conference participant,

Please take a few minutes to fill out the following questionnaire. It will help IFLA Headquarters and the Professional Board in making future conferences of the IFLA even more useful to you. There will be a **PRIZE-DRAW FOR FREE REGISTRATIONS FOR THE IFLA 2001 BOSTON CONFERENCE** for the participants who complete this survey. Please answer by circling the most appropriate figure on a five-point rating scale. Where **"1" correspond with POOR and "5" correspond with Excellent.** If you have no background for answering or you don't know please indicate by circling **"0"**. Your comments are very welcome in general, and particularly if your ratings are low (1 or 2).

Evaluation of the Conference

	Excellent				Poor	Don't know
1. What is your overall impression of						
the Conference	5	4	3	2	1	0
the Sessions	5	4	3	2	1	0
the Social and cultural events	5	4	3	2	1	0
the Service facilities	5	4	3	2	1	0

Comments:

_____

_____

_____

2. What do you think about the quality of the presentations in:						
Plenary session	5	4	3	2	1	0
Orientation to IFLA session	5	4	3	2	1	0
Open sessions of Sections and Round Tables	5	4	3	2	1	0
Workshops	5	4	3	2	1	0
Discussion groups	5	4	3	2	1	0
Poster sessions	5	4	3	2	1	0

Comments:

_____

_____

_____

3. Which two open meetings did you find most rewarding professionally?
(Please use the numbers found in the programme) No. 1 _____ No. 2 _____

4. What do you thing about the service level of the 2000 IFLA Conference before the conference?						
Confirmation of registration form	5	4	3	2	1	0
Confirmation of Accommodation	5	4	3	2	1	0
Response to letters	5	4	3	2	1	0

5. What do you think about the service level of the IFLA 2000 Conference at the conference site:						
Registration	5	4	3	2	1	0
Information desk	5	4	3	2	1	0
Tour desk	5	4	3	2	1	0
Directional signs	5	4	3	2	1	0
Food services	5	4	3	2	1	0
Airport arrivals desk	5	4	3	2	1	0
Volunteers	5	4	3	2	1	0

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6. What is your opinion about the papers and documentation of IFLA 2000 ?	Excellent				Poor	Don't know
Pre-conference announcements	5	4	3	2	1	0
Final Conference Programme book	5	4	3	2	1	0
Booklets of Conference papers	5	4	3	2	1	0
Availability of papers from paper center	5	4	3	2	1	0

Comments:

_____

_____

_____

7. Where did you first hear/read about the conference ? _____

8. Before the conference did you look for information about it on the Internet? Yes ☐ No ☐

9. Have you used the Internet Bar at the conference? Yes ☐ No ☐

10. Would you be satisfied with conference proceedings only on :

CD-ROM	Yes ☐	No ☐
IFLA-NET	Yes ☐	No ☐
Booklets	Yes ☐	No ☐
Papers on demand	Yes ☐	No ☐

Comments:

_____

_____

_____

11. What did you think about the simultaneous interpretation?	5	4	3	2	1	0

Comments:

_____

_____

_____

12. What is your opinion of the cultural and social events of IFLA 2000?	5	4	3	2	1	0

Comments:

_____

_____

_____

13. What is your opinion of the professional library visits as a programme event?	5	4	3	2	1	0

Comments:

_____

_____

_____

14. How would you rate the relevance of the exhibition stands in the Jerusalem International Convention Center?	5	4	3	2	1	0

Comments:

_____

_____

_____

	Excellent				Poor	Don't know
15. What is your opinion of the structure/ format of the IFLA Conference?	5	4	3	2	1	0

Comments:

_____

_____

_____

16. What do you find the most rewarding aspect(s) of IFLA 2000?

Comments:

_____

_____

_____

_____

_____

17. What do you find the least satisfactory aspect(s) of IFLA 2000?

Comments:

_____

_____

_____

_____

_____

Evaluation of Conference Location and Accommodation

	Excellent				Poor	Don't know
18. What do you think about the choice of						
Jerusalem as the conference city	5	4	3	2	1	0
Jerusalem International Convention Center	5	4	3	2	1	0

Comments:

_____

_____

_____

19. How would you rate the quality of your accommodation?	5	4	3	2	1	0

Name of Hotel or accommodation: _____

Comments:

_____

_____

_____

Background Information

20. Please rank your familiarity with the following languages:

English	5	4	3	2	1	0
French	5	4	3	2	1	0
German	5	4	3	2	1	0
Spanish	5	4	3	2	1	0
Russian	5	4	3	2	1	0

21. Please indicate the types of IFLA activity in which you have been involved (check all which apply):

- ☐ National IFLA Committee
- ☐ Standing Committee member
- ☐ Standing Com. corresponding member
- ☐ Round Table member
- ☐ IFLA Officer
- ☐ IFLA Board member
- ☐ Engaged in IFLA projects
- ☐ Conference speaker
- ☐ IFLA member
- ☐ Conference attendee only

22. Please indicate your primary professional function:

- ☐ Librarian
- ☐ Library Director
- ☐ Educator
- ☐ Library Association Director/Officer/Board Member
- ☐ Private Company (e.g., publisher, bookseller, computer industry, etc.)
- ☐ Student
- ☐ Other: _____

23. Please indicate your age: _____

24. Gender: ☐ Male ☐ Female

25. Nationality_____ Please indicate from which country you come.

26. How many IFLA Conferences other than this have you attended? _____

27. Do you have any additional comments on IFLA 2000', or suggestions on how future IFLA Conference might be improved?

Comments:

_____

_____

_____

_____

Please return the completed questionnaire to:

The registration desk or to the IFLA booth

You can also mail it to:

The Royal School of Library and Information Science
Langagervej 4, 9220 Aalborg East, Denmark

Attn.: Mr. Paul Nordahl Andersen

If you wish to participate in the prize-draw, please attach your business card or write your name and address on the questionnaire. Answers will be kept confidential.

THANK YOU VERY MUCH FOR YOUR COOPERATION!

Some Frequently Asked Questions about the IFLA Conference.

Jerusalem, Israel, 13-18 August 2000

Why does the opening ceremony take place halfway through the conference?

Because the IFLA conference is not only a conference. It is really an occasion on which several events are happening at more or less the same time. Because IFLA is a worldwide organisation, the members of the committees concerned with managing IFLA have to meet at conference time. The same is true of the committees running the professional programmes (the divisions, sections and round tables). There is also the exhibition. All of this is in addition to the professional conference itself. The business meetings start on Friday and continue on Saturday. There are some more on Sunday together with some Discussion Group sessions and the first meeting of IFLA Council (at which voting will take place). The exhibition opens on Sunday afternoon. However, the conference itself really begins on Monday. That's when the highest number of attendees is present and that's when we have the Opening ceremony.

Why are some people always dashing off to meetings, but I only have the sessions and the exhibition to attend? What's going on?

The answer to the previous question provides part of the answer. Also many participants belong to other multinational groupings of one sort or another. They take the opportunity of the IFLA conference to meet face-to-face.

What does SI mean in the programme?

It means simultaneous interpretation. Sessions marked SI have interpreters who translate the lecture and any discussion into the five working IFLA languages (English, French, German, Russian and Spanish). You need to take headsets into the room if you wish to make use of the service. They are usually available just outside the room. When you take part in a discussion, please remember to speak slowly and clearly to help the interpreters.

How can I plan my time? How do I avoid clashes between library trips, workshops and sessions?

It's a good idea to sit down in a quiet place as soon as you have the programme with a highlighter pen and mark all those sessions, workshops and visits which particularly interest you. Don't confine your choices to your own sector of library work. (For example, if you are a school librarian, you may well find inspiration and ideas from speakers in a variety of programmes in addition those put on by the School Libraries and Resource Centres and the Libraries for Children and Young Adults sections. Because there is so much going on, you will probably be

unable to avoid clashes altogether. Printed papers are available for many sessions. If it's a choice between a library visit and a workshop and a session for which there is a printed paper (which will also be available on the CD-ROM IFLANET Unplugged and on the IFLA Website), for example, you may decide on the visit or the workshop. Once you've decided on your preferred sessions write them in the small conference diary provided in your pack.

Can I attend ANY of the meetings listed in the programme?

You can attend any of the meetings, except those few which are marked "closed meeting". Many of the meetings scheduled for Friday 11 August, Saturday 12 August and Friday 18 August are meetings of the Coordinating Boards of IFLA Divisions, Standing Committees of IFLA Sections and Executive Committees of IFLA Round Tables. You may attend any of these by permission of the Chair. This is usually given. It's a good way to get to understand the work of IFLA's divisions, sections and round tables. Indeed, you may find yourself getting involved!

If I find that a session is not as interesting or relevant as I expected, can I leave?

Yes, you will find that people come and go throughout meetings at IFLA conferences. It is not always easy to estimate just how relevant a session may be. The speakers do not always speak in the same order as listed in the programme. Sometimes, a specific speaker is not available at the last minute. And, of course, there is the problem of clashes. If you think that you may not stay for a whole session, it is a good idea to sit in a position from which you can leave without disturbing many people. In any, case please do your best to enter and leave sessions progress quietly - you can often do so during short breaks between speakers.

What are caucus meetings?

They are meetings of participants from one country or language group. They are particularly important when Council meets and voting takes place. A caucus will try to ensure maximum impact for their votes by, for example, planning on whom to nominate or support the following year when the members of the Executive Board will be elected. Other matters of particular interest to participants from that country or language group will also be discussed.

Are there social events for people from my country?

One good way to find out is to attend "your" caucus meeting and ask. There is a tradition, for some countries, of the ambassador (or other representative) holding a reception for the delegates from that country. The evening of Tuesday 15 August is set aside for these receptions. Another way to find out is to look on the message board.

What is IFLA EXPRESS and where can I get copies?

IFLA Express is the free daily newsletter of the conference. It gives information about changes to the programme such as extra exhibitors, room changes, additional speakers, and cancellations. It also has reminders about the locations of social events, transport arrangements and so on. It's an essential read. English language editions are usually available each morning from Monday until Friday. Copies will be placed at many different points in conference centre. French and

Spanish language editions will also be available throughout the centre. If you have a piece of information to submit, simply take it to the IFLA HQ secretariat.

Can I send mail home?

Yes, a post office is available in the conference centre. Many participants mail conference materials home instead of carrying them.

I understand there are elections. Can I vote?

Each Association Member (usually a library association in a particular country) and each Institutional Member (usually a library) has a designated voting representative. Personal Affiliates do not have a vote. So, unless you are the designated voting representative of an Association Member or of an Institutional Member, you do not have a vote. This year there will be voting on the revision of IFLA's Statutes. This will take place at the first meeting of Council on Sunday 13 August. A two-thirds majority of the total Membership (not just of the members present at the Council meeting) is required to change the Statutes. Therefore, it is especially important that voting members who cannot attend make arrangements in advance to exercise their proxy vote. There will also be voting on other agenda items and on resolutions which arise from the conference itself at the second meeting of Council on Friday 18 August.

How can I get the best out of the conference and justify my presence?

Plan carefully the sessions you want to attend. Be prepared to contribute to sessions during the question and answer periods. Use the social events to meet people and exchange experiences. Exchange business cards (or simply addresses) with people you meet. Make notes during meetings, tours of the exhibits and library visits of good ideas and innovations that you would like to follow up when you get back home. Write a brief report on the conference for your colleagues, including things you have learned or new ideas you would like to put into practice. Plan how you could make even better use of your attendance at next year's conference!

AND FINALLY ...

remember that the IFLA conference is a kaleidoscope of activities, events and visits. Concentrate on what works best for you. Find an 'old-hand', perhaps from your own country or library sector to meet up with from time to time to compare notes and exchange tips - or do the same with a first-timer. If this is your first IFLA conference, wear your first-timer sticker. You'll find that other participants will make you feel welcome and answer your questions. Help us to improve the conference for next year by completing and returning the evaluation form.

Above all - enjoy the IFLA experience!

Latest Revision: *June 19, 2000*

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Convening Notice
Agenda

66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

To the Members of IFLA

Convening Notice of the 66th IFLA Council and General Conference

Date: 15 April 2000

With the exception of the postal ballot paper, which should be returned to IFLA Headquarters, please forward these documents, including your IFLA Voting Card, to your voting delegates at the IFLA Council Meetings to be held in Jerusalem, Israel, Sunday, 12 August and Friday, 18 August 2000.

Herewith the Executive Board of IFLA has the pleasure of submitting the convening notice of the 66th IFLA Council and General Conference and some supporting documents.

The Council and General Conference will be held at the Jerusalem International Convention Center, Binyaney Ha'ooma, Jerusalem 91060, Israel.

The Council Meetings are scheduled for Sunday, 12 August, 16:00-18:00 and Friday, 18 August, 15:00-17:00.

Note:

1. Voting on agenda item 5, the revision of IFLA's Statutes; and agenda item 6, resolutions from the Executive Board on the proposed changes to the Rules of Procedure, will take place on Sunday, 12 August. Voting Delegates must take a seat at the front part of the meeting room.

2. Voting Delegates can obtain the voting papers at the IFLA Voting Office in the registration area of JICC. The office will be open on Friday, 11 August, 14:00-18:00; Saturday, 12 August, 09:00-18:00; and Sunday, 13 August, 09:00-15:00. Voting delegates are kindly requested to present themselves at their earliest convenience at the IFLA Voting Office. Voting papers will only be handed out to delegates who are in possession of the IFLA Voting Card 2000, duly signed by the appropriate authority. The IFLA Voting Card is enclosed with these documents.

3. Representation at a Council Meeting

The relevant articles of the Statutes and Rules of Procedure read:
Stat. 10.2
Each Member may be represented at a meeting of the Council by one or more delegates, of which one person shall be designated to exercise the right to vote.
Stat. 11.5
Each Member may be represented by another Member of the same category. No Member shall hold more than one proxy.
R.P. 5.2.3

To obtain these papers representatives or proxies of qualified Members shall present themselves at the time and place as publicly announced at the Secretariat with the membership certificate [IFLA Voting Card] of the Member concerned, which certificate [IFLA Voting Card] shall carry the name of the representative or proxy, and the signature of the competent authority of the member concerned.

Agenda

Sunday, 13 August 2000, Council I

1. Opening by the President, Christine Deschamps
2. Adoption of the Agenda
3. Communication by the Jerusalem Organizing Committee
4. Appointment of Tellers for (5) and (6)
5. Presentation of the Results of the Postal Ballot on the Revision of Statutes
6. Resolutions from the Executive Board on proposed changes to the Rules of Procedure
7. Report from the Treasurer on IFLA's accounts 1999 and a proposal on differentiated dues, to be on the agenda for the Boston Council meeting, 2001, Derek Law
8. Report from the Chair of the Advisory Group on the Division of Regional Activities Consultation Process, Marjorie Bloss
   - IFLA Advisory Group on Division 8: Discussion Paper
9. Adjournment of Council

Friday, 18 August 2000 (Council II and Closing Session)

10. Opening by the President, Christine Deschamps
11. Motions and General Resolutions

Note: the deadline for submission (to the Secretary General) of any Motion or General Resolution is Wednesday, 16 August, 12:00.

Rules of Procedure, Art. 2.1.9

Motions

A motion is a proposal that the Council take certain action or that it express itself as holding certain views.

A motion must be seconded.
A motion can be made from the floor in a Council meeting, but must at the same time be handed over to the Chairman in writing.
A motion is only to be made and seconded by
1. authorized representatives of Members

2. IFLA officers*
   [* For the purpose of this rule the following persons are regarded as IFLA officers:
   - The members of the Executive Board and Professional Board
   - Core Programme Directors and Officers
   - Chairmen, Secretaries and Financial Officers of Divisions
   - Chairmen and Secretaries of Sections and Round Tables.]

Rules of Procedure, Art. 2.1.10

Resolutions

i. Two types of resolutions are distinguished:
   - general resolutions (at Council meetings only)
   - professional resolutions (at Council meetings and General Conferences)

   Notification of the deadline for the submittance of resolutions will be given by the Secretary General with the convening notice of the Council and General Conference.

ii. A General Resolution is defined as a written statement aiming at a decision ("be it resolved").
   A General Resolution is only to be made and seconded by
   1. authorized representatives of Members
   2. IFLA officers

iii. A Professional Resolution is defined as a written statement indicating an intention or a position which needs further clarification by one of IFLA's professional steering bodies before any follow-up can be expected.
   A Professional Resolution needs no second and can have any form. On a Professional Resolution follows in general no discussion, although clarification can be sought/given at the discretion of the Chairman.
   A Professional Resolution can be submitted by
   1. authorized representatives of Association Members
   2. persons acting on behalf of Core Programmes, Divisions, Sections, or Round Tables.

12. Summary on hearings held during the conference week on the Division of Regional Activities, Marjorie Bloss
13. Invitations to Future Conferences
    - Glasgow, 2002
    - Boston, 2001
14. Announcement of the host for the 2005 IFLA Council and General Conference
15. Votes of Thanks
16. Close of Conference

Latest Revision: *June 27, 2000*

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

Council Resolutions proposed by the Executive Board

Notice is hereby given that the following resolutions will be presented to Council at its meeting on Sunday 13th August 2000 to be held in the International Conference Centre, Binyanei Ha-Ooma, Jerusalem.

1. That Rule of Procedure 8.3.4 be amended to read: "To be placed on the ballot a candidate for election [for a place on a Section Standing Committee] shall be nominated by one qualified Member".

   The present Rule reads:
   "To be placed on the ballot a candidate for election shall be nominated by one qualified Association Member or by no fewer than two qualified Members other than Association Members."
   Note: *This proposal has been put forward on a number of previous occasions. Each time it was deferred, pending the completion of the recommendations of the Working Group on the Revision of the Statutes and Rules of Procedure. The Working Group has now recommended to the Executive Board that Council be asked to approve it. The Executive Board has agreed to do so, irrespective of the outcome of the decision on the proposed revised Statutes.*

2. That a new Rule be adopted:
   "5.1.4 (iii) Candidates for the post of President-elect shall be nominated by 10 persons. Nominees shall be representatives of qualified Members or Personal Affiliates in good standing."
   Note: *the Executive Board will withdraw this resolution if Council does not approve the proposed revised Statutes. If they are approved, it will provide for the nomination for the new post of President-elect as provided for in those Statutes. It will enable elections to take place on the new basis in 2001. The term "good standing" means Members and Personal Affiliates who have paid their Membership/Affiliation fees in full for the last complete year before the election.*

3. That a new Rule be adopted:
   "5.1.4 (iv) Candidates for the ten elected places on the Governing Board shall be nominated by 5 persons. Nominees shall be representatives of qualified Members or Personal Affiliates in good standing."
   Note: *the Executive Board will withdraw this resolution if Council does not approve the proposed revised Statutes. If they are approved,it will provide for the nomination of candidates for places on the new Governing Board as provided for in those Statutes. It will enable elections to take place on the*

new basis in 2001. The term "good standing" means Members and Personal Affiliates who have paid their Membership/Affiliation fees in full for the last complete year before the election

The existing Rules of Procedure will, if Council approves the proposed new Statutes, be replaced by a completely revised set once the new Governing Board has had a chance to review them.

Ross Shimmon
Secretary General
April 2000

Latest Revision: *April 27, 2000*

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

Proposed Revised Statutes of IFLA

THE FEDERATION

Article 1
The Federation represents the interests of library and information associations, libraries and information services throughout the world. The name of the Federation is:
"The International Federation of Library Associations and Institutions". It is referred to throughout these statutes as "The Federation".

ACRONYM

Article 2
The acronym by which the Federation is known is "IFLA".

HEADQUARTERS

Article 3
The Federation has its headquarters in The Hague, Netherlands.

INCORPORATION

Article 4
The Federation is incorporated in accordance with the laws of the Netherlands.

MISSION

Article 5

5.1 The Federation is an independent, international, non-governmental, not-for-profit organization. Its membership is composed of: associations of libraries, librarians and information services; libraries; and library and information organizations.

RULES OF PROCEDURE

AMENDMENTS TO THE STATUTES

DISSOLUTION OF THE FEDERATION

TRANSITIONAL PROVISIONS

DEFINITIONS

5.2 The purposes of the Federation shall be: to promote high standards of delivery of library and information services; to encourage widespread understanding of the value and importance of high quality library and information services in the private, public and voluntary sectors; and to represent the interests of its Members throughout the world.

5.3 In order to fulfil these purposes, the Federation shall undertake such activities and enterprises and establish such units which its governing bodies shall determine. The conditions applying to such units shall be defined in the Rules of Procedure. The Federation's Medium-Term Programme shall be prepared at regular intervals by the Governing Board in consultation with appropriate professional units of IFLA. The Medium-Term Programme shall be published.

CORE VALUES

Article 6

The Federation, in pursuing its purposes set out in these Statutes, shall strive to embrace the following core values:

a. the endorsement of the principles of freedom of access to information, ideas and works of imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights
b. the belief that people, communities and organizations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic and economic well-being
c. the conviction that delivery of high quality library and information services helps guarantee that access
d. the commitment to enable all Members of the Federation to engage in, and benefit from, its activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race or religion.

MEMBERSHIP AND AFFILIATION

Article 7

7.1 The Federation shall be made up of:

a. (a) Members *[see definition at the end of this text]*, and
b. Affiliates.

Members

7.2 Membership of the Federation shall be made up of the following categories:

7.2.1 National Association Members:

Associations of librarians and information professionals, and associations of other organizations concerned with the delivery of information services and whose purposes are in accordance with those of the Federation, may be accepted as National Association Members. In countries where there is no library and information association, but

where the interests of the library and information community are represented by a single body, this body may be admitted as an Association Member.

7.2.2 International Association Members

International associations of librarians, libraries and library and information services and whose purposes are in accordance with those of the Federation may be accepted as International Association Members.

7.2.3 Institutional Members

Libraries and information services in the private, public and voluntary sectors, Departments of library and information studies, Sub-units of library and information associations already in membership of the Federation, and other organizations and agencies whose purposes are in accordance with the purposes of the Federation may be accepted as Institutional Members.

7.2.4 Honorary Fellows

The Governing Board shall have the power to recognize individuals, including former Presidents of the Federation, who have given distinguished service in the profession of library and information service, or who have made an outstanding contribution to the work of the Federation, by conferring on them the title of Honorary Fellow. *[see also Transitional Arrangements]*

7.3 Affiliates

Affiliation to the Federation shall be available in the following categories:

7.3.1 Corporate Partners:

Companies and other organizations with an interest in library and information services may be recognized as Corporate Partners of the Federation.

7.3.2 Personal Affiliates:

Individuals who support the purposes of the Federation may be accepted as Personal Affiliates.

CONSULTATIVE STATUS

Article 8

Consultative Status may be conferred by the Governing Board on international or multinational organizations in allied fields of interest with which the Federation wishes to establish relationships in order to further the Federation's purposes.

RIGHTS AND OBLIGATIONS

Article 9

9.1 Privileges of Members, Affiliates and bodies with Consultative Status shall include the right to participate in and benefit from the activities of the Federation, subject to the provisions of these Statutes.

9.2 Membership of, and affiliation to, the Federation shall constitute an agreement to:

a. be bound by the terms of the Statutes of the Federation
b. pay such membership and other fees as determined in accordance with these Statutes,
c. actively contribute to the objectives of the Federation

ADMISSION

Article 10

10.1
Admission to Membership, Affiliation and Consultative Status shall be subject to a decision of the Governing Board. Admission to Membership, Affiliation and grant of Consultative Status shall be reported to Council

10.2
An applicant whose application is rejected by the Governing Board may appeal to Council.

RESIGNATION

Article 11
Any Member or Affiliate or body with Consultative Status may resign at any time by giving written notice to the chief executive officer.

EXCLUSION

Article 12
Members and Affiliates

12.1
The Governing Board may decide to exclude a Member, or Affiliate, or a member of an IFLA Board or Committee, if that Member or person has acted contrary to the Statutes or purposes of the Federation. A two-thirds majority of the votes cast shall be required for such a decision.

Bodies with Consultative Status

12.2
A body with Consultative Status may have that status withdrawn by the Governing Board if that body has acted contrary to the Federation's Statutes or purposes. A two-thirds majority of the votes cast shall be required for such a decision.

Appeal

12.3
A Member or Affiliate or body with Consultative Status which has been excluded by decision of the Governing Board shall receive a notice by post from the chief executive officer specifying the grounds upon which the decision was made. The Member, or Affiliate or body with Consultative Status shall be given 3 months notice of the exclusion taking effect, during which time an appeal against the decision may be made. Any such appeal may be made to the chief executive officer who shall convey the appeal to a standing Appeals Panel established by Council. The Panel shall make the final decision.

Arrears

12.4
A Member or Affiliate whose membership fees are in arrears as specified in the Rules of Procedure shall not be entitled to exercise any of its rights or to receive any of the Federation's services, unless the Governing Board decides otherwise. The Governing Board may recommend to the Council to decide

to exclude any such Member or Affiliate.

Article 13
Assets

13.1
A Member or Affiliate shall forfeit any right to any part of the assets of the Federation in the event of their resignation or exclusion.

Payment of fees

13.2
Resignation or exclusion shall not relieve such Member or Affiliate from the obligation to pay arrears in fees and fees for the full financial year in which resignation or exclusion takes place.

COUNCIL

Article 14

14.1
The Members with voting rights accorded by these Statutes and in good standing *[see definition at the end of this text]* shall constitute the Council, which is the highest organ of the Federation. The Council shall conduct its business either in general assembly or by postal and/or electronic ballot, as provided for in these Statutes and in the Rules of Procedure.

Frequency of meetings

14.2
The Council shall meet in general assembly once per year, normally during the annual general conference of the Federation.

14.3
Council shall meet in general assembly no later than 15 months after the previous meeting of Council.

14.4
The date and place of the next meeting of Council in general assembly shall be decided by the Governing Board.

Convening notice and agenda

14.5
Convening notices, together with the agenda, shall be sent by the secretariat at least 4 months prior to the date of the meeting to all Members in good standing. The convening notice shall also be sent at least 4 months prior to the date of the meeting to all Affiliates, bodies with Consultative Status, invited observers and members of the Governing Board and officers of all units of the Federation.

14.6
Items which Members wish to propose for inclusion in the agenda must reach the secretariat 5 months before the date of the meeting.

14.7
The business of the meeting shall be limited to those items appearing on the agenda issued with the convening notice for the meeting. Additional items of an exceptional, urgent character may be added at the discretion of the President or other person who is acting as the chair of the meeting and with the consent of the majority of the Members present or represented.

Extraordinary Council meeting

14.8
The Governing Board shall have the power to convene an extraordinary meeting of Council to decide upon matters of urgent and extreme importance and on which decision should not be delayed until the next ordinary Council meeting.

14.9
Upon receiving a written request, signed on behalf of at least one-tenth of the Members, the Governing Board shall convene an extraordinary meeting of Council. Such a meeting shall be held not later than 3 months after the date on which the request is received by the Secretariat. The Secretariat shall send convening notices to all Members entitled to attend, together with the agenda at least 2 months prior to the meeting.

14.10
No decision at such a meeting shall be adopted unless it is subsequently approved by a two-thirds majority vote of the Members of the Federation in a postal and/or electronic ballot.

Article 15
Attendance at Council Meetings

15.1
Each Member is entitled to be represented at Council by one or more representatives.
One such person shall be designated by the Member to exercise the right to vote.

Observers

15.2
Each Affiliate shall be invited to attend Council meetings as observers.

15.3
Each body with Consultative Status shall be invited to be represented at Council by one or more observers.

15.4
Each Member of the Governing Board shall be entitled to attend Council meetings as an observer if they are not otherwise entitled to attend.

15.5
The chief executive officer and officers of all units of the Federation shall be entitled to attend Council meetings as observers, if they are not otherwise entitled to attend. The definition of "units" for the purpose of this article shall be determined by the Governing Board and shall be set out in the Rules of Procedure.

15.6
The chief executive officer shall invite other persons, associations and organizations to attend as observers, or to be represented at Council meetings in accordance with guidelines issued by the Governing Board.

Chair

15.7
The President of the Federation shall chair meetings of Council. In the absence of the President, the President-elect shall take the chair. In the absence of the President-elect, the Treasurer or another member of the Governing Board shall take the chair.

Conduct of the meeting

15.8
All Members or their representatives are entitled to speak at meetings of Council. Observers may speak at the invitation of the chair or with the permission of the chair. All speakers must observe the protocols for meetings of Council set out in the Rules of Procedure.

Proxy votes

15.9
Each Member may be represented at a Council meeting by another Member. Such Member may exercise proxy votes on behalf of the Members they are representing.

Quorum

15.10
A simple majority of those Association Members in good standing shall be present or be represented at Council to constitute a quorum, except where otherwise provided in these Statutes.

VOTING RIGHTS

Article 16
Entitlement

16.1
Members in good standing shall have voting rights and shall be entitled to exercise them in all meetings of Council and in its ballots conducted by post and/or by electronic means. Votes shall be cast in accordance with the provisions of the Rules of Procedure.

Allocation of votes

16.2
Each Member shall have one vote in all meetings other than Council meetings.

16.3
The number of votes accorded to Members in Council meetings and in postal/electronic ballots shall be as follows:

National Association Members

16.4
Each National Association Member shall be assigned a number of votes in accordance with a formula determined from time to time by the Governing Board.
The formula and the number of such votes shall be set out in the Rules of Procedure.

International Association Members

16.5
Each International Association Member shall be assigned at least one vote in accordance with a formula determined from time to time by the Governing

Board. The formula and the number of such votes shall be set out in the Rules of Procedure.

Institutional Members

16.6
Each Institutional Member shall be assigned at least one vote in accordance with a formula determined from time to time by the Governing Board. The formula and the number of such votes shall be set out in the Rules of Procedure.

Honorary Fellows

16.7
Honorary Fellows shall be assigned one vote each.

Personal Affiliates:

16.8
Personal Affiliates shall not have voting rights, except as provided for in the Rules of Procedure.

VOTING PROCEDURES

Article 17
Majority

17.1
Decisions shall be carried by a simple majority vote of votes cast, except where otherwise provided in these Statutes

Deciding vote

17.2
If a motion receives an equality of votes for and against, the person acting as chair of the meeting shall have a deciding vote.

Elections

17.3
Elections for the post of President-elect and for the elected places on the Governing Board shall be conducted by postal and/or electronic ballot.

Other matters

17.4
The Governing Board may hold a postal and/or electronic ballot to determine the Members' views on issues of importance, including proposals for changes to the fees applicable to the various classes of Membership and Affiliation. The outcome of such ballot shall be reported to Council at a meeting of Council or by post and/or electronic means.

GOVERNING BOARD

Article 18

18.1

There shall be a Governing Board responsible for the managerial and professional direction of the Federation within guidelines approved by Council.

Membership

18.2

The Governing Board shall consist of:

a. the President,
b. the President-elect elected under the provisions of article 19,
c. 10 members elected by Members by postal and/or electronic ballot,
d. the members of the Professional Committee elected under the provisions of Article 22 of these Statutes.
e. Up to three further Board members may be co-opted *[See definition at the end of the text]* by the Governing Board to represent interests determined by the Board. *[see also Transitional Arrangements]*

Term of office

18.3

The elected members of the Governing Board shall serve for an initial term of 2 years. They may stand for a further term of 2 years. The co-opted members shall serve for two years only.

Casual vacancy

18.4

A casual vacancy for elected places on the Governing Board shall be filled for the remainder of the term by the unelected candidate who received the highest number of votes in the most recent elections for the Board.

Treasurer

18.5

The Governing Board shall elect from its own membership the Treasurer of IFLA who shall be responsible for presenting the annual accounts to Council, making proposals for changes to the fees and, in consultation with the CEO, preparing the annual budget.

Frequency of meetings

18.6

The Governing Board shall meet at least twice per year, once at the time and place of the annual general conference of the Federation.

Notice of meetings

18.7

The chief executive officer shall normally give 2 months prior notice of meetings of the Governing Board.

Quorum

18.8

A simple majority of the members of the Governing Board shall constitute a quorum.

Majority

18.9
Decisions of the Governing Board shall be carried by a simple majority of the votes cast. In the event of an equality of votes for and against a proposal, the President or the person acting as the chair of the meeting shall have the deciding vote. Votes shall be cast in accordance with the provision in the Rules of Procedure.

Invitations to attend meetings

18.10
The Governing Board may invite individuals or representatives of other bodies to its meetings in a consultative capacity if the Board decides that such invitations are desirable for the satisfactory execution of its duties

Reporting

18.11
The Governing Board shall report formally to Council.

Contracts

18.12
The Governing Board shall be competent to conclude contracts on behalf of the Federation on the advice of the chief executive officer.

Delegation of powers

18.13
The Governing Board may delegate some of its powers to one or several of its members. Such persons shall report to the Governing Board.
18.14
The Governing Board shall have the power to establish such groups, committees, offices or other bodies as it decides are necessary for the execution of its duties. The Governing Board shall determine the terms of reference, which it shall publish, of any such bodies. Such bodies shall report to the Governing Board.

Legal proceedings

18.15
The power to represent the Federation in legal and other proceedings shall belong to the President and the Treasurer acting jointly. Such power shall not belong to the Governing Board.
18.16
The entitlement to representation in legal and other proceedings shall also belong to the President or the Treasurer acting jointly with the chief executive officer.

PRESIDENT

Article 19
Election

19.1

The President, who shall act as the chief representative of the Federation and provide it with professional leadership, shall be elected by the Members by postal and/or electronic ballot.

Term of office

19.2
The President shall serve for a term consisting of 2 years as President-elect, followed by 2 years as President.

19.3
The President shall serve for only one term as President. *[see also Transitional Arrangements]*

Article 20
Casual vacancy

20.1
In the event of a casual vacancy in the office of President, the serving President-elect shall immediately act as President and shall complete the current term of office of President, and then continue to complete the term of office for which he or she was elected.

20.2
In the event of a casual vacancy for the office of President-elect, the Treasurer shall temporarily assume the duties of the President-elect. A vacancy shall be declared by the Governing Board for the post of President-elect and a postal and/or electronic ballot shall be held.

EXECUTIVE COMMITTEE

Article 21

21.1
There shall be an Executive Committee of the Governing Board with executive responsibility delegated by the Governing Board to oversee the direction of the Federation between meetings of the Governing Board within the policies established by the Governing Board.

Membership

21.2
The Executive Committee shall consist of the President, President-elect, the Treasurer, the Chair of the Professional Committee, 2 members of the Governing Board, elected every 2 years by members of the Board from among its elected members, and the chief executive officer, ex-officio.

Quorum

21.3
A simple majority of the members of the Executive Committee shall constitute a quorum.

PROFESSIONAL COMMITTEE

Article 22
Purpose

22.1
There shall be a Professional Committee to ensure coordination of the work of all the units within the Federation responsible for professional activities, policies and programmes.

Membership

22.2
The Professional Committee shall consist of the chair, elected in accordance with Article 22.3 and an officer of each Division of the Federation, preferably the chair of the Division, together with 3 members of the Governing Board, elected by that Board from among its members.

Chair and Vice-Chair

22.3
The Chair of the Committee shall be elected by the Committee from the representatives of the Divisions on the outgoing Committee. *[see also Transitional Arrangements]*

22.4
A Vice-Chair shall be elected by the Committee from amongst its members.

Term of office

22.5
The Chair and Vice-Chair of the Professional Committee shall each serve for 2 years only.

Meetings

22.6
The Professional Committee shall meet at least twice per year at a time and place determined by the Committee, one of which shall be at the time and place of the general conference of the Federation.

Quorum

22.7
A simple majority of the members of the Professional Committee shall constitute a quorum.

Majority

22.8
Decisions of the Professional Committee shall be carried by a simple majority of the votes cast. In the event of an equality of votes for and against a proposal, the chair of the meeting shall have a deciding vote. Votes shall be cast in accordance with the provisions of the Rules of Procedure.

PROFESSIONAL UNITS

Article 23
Sections

23.1
The Professional Committee may at its discretion approve a proposal to create a Section. Sections shall act as the primary focus for the Federation's

work in a particular type of institution, or information activity or other aspects of the Federation's interests.

23.2
The Governing Board shall determine the registration fee for membership of Sections which shall be set out in the Rules of Procedure.

23.3
Each Section shall have a Standing Committee, nominated and elected in accordance with the Rules of Procedure, to develop the programme of the Section and to ensure its execution.

23.4
Each Section Standing Committee shall elect from its members a Chair and a Secretary each of whom shall have a term of office of 2 years and who together shall constitute the Executive Committee of the Section. They may be re-elected to the same office for no more than a second two-year term. A Section may be discontinued by the Professional Committee.

Article 24
Divisions

24.1
The Governing Board shall establish Divisions whose purpose shall be to promote and coordinate the professional work in broad categories representing aspects of the interests of the Federation.

24.2
The Professional Committee shall recommend to the Governing Board the number, names and terms of reference of the Divisions.

24.3
Each Division shall have a Coordinating Board, consisting of the Chairs and Secretaries of the Sections allocated to the Division. The Board shall have at least five members. Members may be co-opted to ensure that this minimum is achieved.

24.4
Each Coordinating Board shall elect from its members a Chair, a Secretary and a Financial Officer. The term for each of these posts shall be 2 years. Officers may be elected to the same office for no more than one consecutive term of 2 years. The post of Financial Officer shall normally be combined with that of either Chair or Secretary.

24.5
The terms of reference of each Section shall be determined by the Division after consultation with the Professional Committee.

Article 25
Core Activities

25.1
The Professional Committee may recommend to the Governing Board for approval the establishment of special offices and programmes for core activities of the Federation. The management of these core activities shall be in accordance with the provisions of the Rules of Procedure.

25.2
Representatives of these core activities may serve as co-opted members of the Governing Board and as elected members of the Professional Committee in accordance with the provisions of these Statutes.

25.3
Representatives of these core activities shall be members, ex officio, of the Coordinating Boards of Divisions and Standing Committees of Sections relevant to their missions.

Article 26
Special Interest Groups

26.1
Special interest groups may be approved by the Professional Committee to accommodate the particular interests of Members and Affiliates for which the establishment of a Section is not deemed appropriate.

26.2
A proposal for such a group may be made by a Division, a Section or a combination of Divisions and/or Sections, or by one or more Members.

26.3
If a Section proposes the establishment of a group under this provision, the Division to which the Section belongs must be consulted by the Professional Committee.

26.4
The Professional Committee shall establish criteria for the establishment of such groups, subject to the approval of the Governing Board and set out in the Rules of Procedure.

26.5
A group established under this provision shall report to the Division or Section to which it was allocated by the Professional Committee.

26.6
The Professional Committee may approve the discontinuation of a group established under this provision on the proposal of the Division or Section to which it belongs, or as a result of reorganization of the professional work.

26.7
The Governing Board shall establish provisions in the Rules of Procedure for the governance of such special interest groups.

SECRETARIAT

Article 27
Chief executive officer

27.1
The Secretariat of the Federation is headed by a chief executive officer who is appointed by the Governing Board.

27.2
The chief executive officer is responsible for the strategic and operational direction and the financial management of the Federation within the policies established by Council and the Governing Board.

27.3
The chief executive officer shall have the right to attend and participate in an advisory capacity at any meeting of Council, the Governing Board, and the Professional Committee, provided that his or her own position is not under discussion. He or she shall not have a vote at such meetings.

Staff

27.4
The chief executive officer shall appoint such other staff members as necessary for the efficient and effective operation of the Secretariat and deal with all other staffing matters within the limits of the approved budget.

27.5
The Governing Board shall determine the general conditions of service of members of staff of the Federation on the advice of the chief executive

officer.

FINANCES

Article 28

28.1
The Federation shall derive its finances from:
a. Members' and Affiliates' fees
b. Income from the sales of products and services
c. Gifts, grants, legacies and such other resources as are consistent with the objectives of the Federation.

28.2
The Federation shall allocate these finances to a special purpose fund for the benefit of the common good of library and information associations and services. This fund shall be entitled the "Central Fund". This Central Fund can be spent or reserved for future expenditures for the benefit of the common good of library and information associations and services.

28.3
The Federation shall add finances received to the Central Fund as soon as they are paid to the Federation.

Financial year

28.4
The financial year of the Federation shall be the calendar year.

Accounts and Budget

28.5
The Governing Board shall submit annually to Council for its approval the accounts for the previous year, audited by a registered accountant.

28.6
The Governing Board shall adopt an annual budget for the Federation.

RULES OF PROCEDURE

Article 29
The Governing Board shall approve Rules of Procedure to provide for the detailed operation of the Federation within the provisions of these Statutes.

AMENDMENTS TO THE STATUTES

Article 30
Proposals for amendment

30.1
Governing Board may make proposals to amend these Statutes, either on its own initiative or on the proposal of Members.

30.2
A proposal to amend these Statutes signed by not less than one-quarter of the Members of the Federation and submitted to the chief executive officer shall be acted upon by the Governing Board.

Voting on amendments

30.3
Any proposals to amend these Statutes shall be subject to a postal and/or electronic ballot of the total Membership of the Federation. At least 4 months' notice of the proposals shall be given to Members of the Federation, before the ballot closes.

30.4
If the proposals receive a simple majority of the votes cast, the proposals shall be carried. Such proposals shall be considered for final approval by the next following Council meeting. A two-thirds majority of the Members voting shall be required for final approval.

DISSOLUTION OF THE FEDERATION

Article 31
Proposals for dissolution

31.1
A proposal for the dissolution of the Federation may be made by the Governing Board, either on its own initiative or on the proposal of Members.

31.2
A proposal for the dissolution of the Federation signed by not less than one-quarter of the Members of the Federation and submitted to the chief executive officer shall be acted upon by the Governing Board.

31.3
Any proposal for the dissolution of the Federation shall be subject to a postal and/or electronic ballot of the total Membership of the Federation. At least four months' notice of the proposals shall be given to Members of the Federation, before the ballot closes.

Voting on dissolution

31.4
If the proposal receives a simple majority of the votes cast it shall be carried. Such proposal shall be considered for final approval by the next following Council meeting. A two-thirds majority of the Members voting shall be required for final approval.

31.5
In the event of dissolution Council shall determine the method of ceasing activities and liquidation of the Federation.

31.6
The liquidation surplus shall be used for the benefit of the common good of library and information associations and services.

TRANSITIONAL PROVISIONS

T 1
Election of President
Representatives of Members of the Federation or Personal Affiliates, including those persons who have previously served as President of the Federation under the Statutes in force from 1993 shall be eligible for nomination as President to serve for a two-year period only when these Statutes come into force. No person may stand for both President and President-elect in those elections.

T 2
Election of Chair of Professional Committee

Members of the former Professional Board may be candidates for the post of chair of the Professional Committee in the first elections to be held under these Statutes, but not in subsequent elections.

T3
Members of the current Executive Board
Serving members of the Executive Board who, in accordance with the provisions of the Statutes in force from 1993, would have been eligible for election for a final term of 2 years, may stand for election to the Governing Board for a period of 2 years only. Those serving on the Executive Board for the four year term 1999 to 2003 shall complete their term as members of the Governing board and may stand for a final term of 2 years in 2003.

T4
Honorary Presidents
Honorary Presidents created under the previous Statutes of the Federation shall continue to hold that title and the privileges associated with it.

DEFINITIONS

"Co-opted member" means a member invited to serve on a committee or board by that committee or board, usually to provide expertise or representation not otherwise available. Co-opted members are therefore not elected. They have voting rights unless otherwise specified.

"Members in good standing" means Members whose membership fees have been paid in full for the latest complete fiscal year and whose earlier payments are not in arrears.

"Simple majority of votes cast" means at least one vote more than half of the votes cast. Members not voting and members who indicate that their abstentions be noted are not counted as votes cast.

Ross Shimmon
Secretary General

April 2000

Latest Revision: *April 27, 2000*

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

Explanatory Notes to the Proposed Revised Statutes of IFLA

These notes are intended to help Members engage in the ballot process. They attempt, where appropriate, to:

- draw attention to substantial differences between the proposed Statutes and the existing Statutes
- to relate the changes to the recommendations of the Working Group on the Revision of the Statutes
- to explain the thinking behind the proposed texts.

The Working Group, in preparing these proposed Statutes, had as a major objective, to make the electoral and governing processes more democratic in nature and to facilitate wider participation in the affairs of the Federation.

New Articles 1-4
The Federation
Replaces Article 1 and adds a description of IFLA.

New Article 5
Mission
Is the equivalent of Article 2, using more modern language.

New Article 6
Core values
This is a new provision with no equivalent in the current Statutes. The Working Group believes that it is a valuable addition, which all units within IFLA can use to test the applicability of proposed projects and policies. In particular, it confirms the Federation's commitment to concepts of freedom of information and equal opportunities. There are significant changes introduced following the consultation.

New Article 7
Membership and Affiliation
This is the equivalent of existing Article 3. It uses more up to date terminology. It provides specifically for International Association Members, an existing category which has no specific provision in the Statutes at present. It provides for one honorary category of membership, compared with two at present. Existing Honorary Presidents are dealt with in the transitional arrangements at the end of the document.

New Article 8
Consultative status
This is the equivalent of existing Article 4. The text is substantially changed following the consultation. There is now a clear distinction between International Association Members and bodies with Consultative Status. Admission, resignation and exclusion are dealt with in separate articles for all classes of membership and affiliation, etc.

New Article 9
Rights and obligations
This is the equivalent of Article 5. No substantial change. The order is reversed; rights before obligations. Reference to voting rights are omitted following the consultation, since not every category referred to has full voting rights.

New Article 10
Admission
Admission of all categories dealt with here, otherwise no substantial change.

New Article 11
Resignation
Resignation of all categories dealt with here, otherwise no substantial change.

New Article 12
Exclusion
Exclusion of all categories dealt with here. An Appeals Panel to hear appeals against exclusion has been included for the first time.

New Articles 14 and 15
Council
The equivalent of Articles 10 and 11. Provides for Council to meet in "general assembly" or to conduct its business by postal and/or electronic ballot. There are several references to "postal and/or electronic ballot" throughout these Statutes. It is envisaged that ballots will be held entirely by post for several years, until the technology allows cost-effective and secure electronic ballots. In any case, Members without access to the Internet will continue to be able to vote by post. Any legal restrictions on this facility still have to be identified. This provision will enable voting Members to take part in decisions, whether or not they can attend the conference. It provides for Council to meet annually, compared with every two years at present. Annual meetings are a requirement under Dutch law. Decisions at Extraordinary Council Meetings could only be adopted if confirmed by a two-thirds majority vote at a subsequent postal and/or electronic ballot. Entitlements to attendance and to speak at Council are clarified. The requirements for proxy votes are simplified; again making it easier for Members who cannot attend to record their votes

New Article 16
Voting rights
This is the equivalent of Article 12. It provides for postal and/or electronic voting. It enables the current system of allocation of votes to Association Members to continue, but it would also allow increases to the allocation of votes to Institutional Members in future, if this were thought to be desirable. It also would allow Personal Affiliates to vote in postal ballots in elections to Section Standing Committees, where the number of candidates exceeded the number of places, again if this were to be agreed in future. In other words, it is a more flexible provision, allowing for development.

New Article 17

Voting procedures
This is the equivalent of Article 13. It introduces a requirement for elections for President-elect and for the elected places on the Governing Board to be held by postal and/or electronic ballot, rather than at Council meetings as at present. This is, again, more democratic, enabling participation by all Voting Members. It also provides for a postal and/or electronic ballot to determine Members' views on matters of importance.

New Article 18
Governing Board
This is an entirely new provision. The proposed Governing Board would combine the responsibilities of the existing Executive Board (articles14,15 and 16) and the Professional Board (Articles 17,18 and 19). The Governing Board would meet twice a year, once at the annual conference. It would consist of the President, the President-elect and ten members elected by the voting Members of IFLA and the members of the Professional Committee (which is roughly equivalent to the present Professional Board), plus three co-opted members. It would be able to combine the managerial, financial and professional interests of IFLA when reaching decisions.

New Articles 19 and 20
President
These are new articles. Most of the equivalent provisions are in Articles 14/15/16. It outlines the responsibility of the President, provides terms of office and provides for the filling of the post in the event of a casual vacancy. The President-elect would serve for two years in that capacity and for a further term of two years as President. The President may not be re-elected. This is to provide more opportunities for people from different regions to serve. The present arrangement of four years with the possibility of a further two years greatly restricts the number of people able to contemplate serving because of the enormous commitment involved.

New Article 21
Executive Committee
This is a new provision. It provides for an Executive Committee to oversee the direction of the Federation between meetings of the Governing Board. Following the consultation, the EC would now be required to do this within the policies established by the Governing Board.

New Article 22
Professional Committee
This is a new provision, relating closely to the existing Article 17. It provides for a Professional Committee as a sub-committee of the Governing Board, but with representation from the Board to maintain the links.

New Article 23
Sections
This is the equivalent of Article 22. It reaffirms Sections as the primary focus for the Federation's professional work by type of library or type of activity. It would specifically allow for the continuation (and indeed development) of regional Sections, if that proves to be the outcome of the work of the new Advisory Group. Otherwise little change.

New Article 24
Divisions
This is the equivalent of Article 21. Provides for a separate Financial Officer where this is desirable.

New Article 25
Core Activities
This is the equivalent of Article 20. It takes into account of the suggestions of the group looking at core activities and the need to make more flexible provisions. It provides for a direct relationship between the core activities and the Governing Board and the Professional Committee.

New Article 26
Special interest groups
This is the equivalent of Article 23. It provides for the continuation and establishment of Round Tables, Discussion Groups, Working Groups and other groups less formal than Sections.

New Article 27
Secretariat
This is the equivalent of Article 24. There are references to "chief executive officer" throughout these proposals. The idea is to use this generic term so that if, in future, it is decided to adopt "Chief Executive" or "Executive Director" for example, instead of "Secretary General", it can be done without changing the Statutes. Gives the CEO the right to attend the Governing Board and the Professional Committee.

Article 28
Finances
The equivalent of Article 25. There are significant changes here compared with the text sent out for consultation. 28.2 and 28.3 are new, introduced on the advice of our auditors to avoid tax problems in the future.

Article 29
Rules of Procedure
The equivalent of Article 26. Gives the Governing Board the responsibility to adopt the Rules of Procedure.

Article 30
Amendments to the Statutes
The equivalent of part of Article 27. Provides for the introduction of postal and/or electronic voting in amendments to the Statutes.

Article 31
Dissolution of the Federation
The equivalent of the other part of article 27. Provides for the introduction of postal and/or electronic voting in the event of dissolution proposals. 31.5 and 31.6 are new compared with the consultation draft. They have also been included on the advice of our auditors.

TRANSITIONAL ARRANGEMENTS

These are suggested as separate provisions, which would lapse once the transitional period is completed, without the need to change the new Statutes as such.

T1
Allows the sitting President at the time of the changeover, to stand for a final two-year term, as would have been the case if no change had taken place to the statutes.

T2
Allows for members of the final Professional Board to stand for election as chair of the first Professional Committee. Would allow for desirable continuity.

T3
Allows for continuity and prevents wholesale turnover of all elected members of the Governing Board at the same elections.

T4
Preserves the status of existing Honorary Presidents.

Definitions of some terms have been added for clarification.

Ross Shimmon
Secretary General

April 2000

Latest Revision: *April 27, 2000*

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August

Extraordinary Meeting of Council

To: All Voting Members of IFLA

Dear Colleague,

Please find below this letter, a Convening Notice for an Extraordinary Meeting of Council, which the Executive Board has decided to hold immediately after the closing ceremony of the IFLA General Conference to be held in August 2000. This meeting will be held only if the postal ballot currently being held on the proposed new Statutes of IFLA shows a majority in favour of the proposals, and only if the majority required to be present or represented under the current Statutes is not reached. Although I am, quite naturally, not in a position to predict the outcome of the ballot, I do not expect that we will get anywhere near the required two-thirds majority of the total voting membership. This is because past experience shows that less than one-third of the voting membership is usually represented at IFLA Conferences by voting delegates or proxy holders. That, of course, is one reason why the Working Group on the Revision of the Statutes recommended introducing postal ballots!

I would like to take this opportunity to urge all voting Members to ensure that their voting delegate has the necessary Voting Card and understands the procedure involved in obtaining the ballot papers in Jerusalem. The opening hours of the Voting Office is given in the Convening Notice.

Those voting Members who are not going to be directly represented at Jerusalem are urged to ensure that their vote is not lost, by taking advantage of the proxy system. This is also explained in the enclosed Convening Notice.

Because it is likely that the Special Council Meeting will take place, it is important that all voting Members represented at Jerusalem, either by voting delegates or by proxy holders, ensure that their representatives plan to attend the final session on Friday 18th August.

Postal Ballot

Meanwhile, will all voting Members please make sure that they cast their vote in the postal ballot? The closing date for the receipt of ballot papers here at IFLA HQ is close of business on Tuesday 1st August. The result of the ballot will be announced at Council I, which will take place at 16:00 on Sunday 13th August.

Division 8

You will recall that one of the recommendations of the Working Group on the Revision of the Statutes, considered by Council at last year's conference, was to abolish the Division of Regional Activities (Division 8). That proposal was not agreed by Council and was withdrawn as a result. Instead, a new Advisory Group, chaired by Marjorie Bloss, was set up to examine all the issues surrounding that proposal. The Group has been working hard since the beginning of the year. I am now able to enclose its report.

The report will be presented by Marjorie Bloss at Council I on Sunday, 13th August. There will be two Open Hearings on the report during the conference. One will be held on Tuesday, 15 August from 14:00-15:00 and another on Wednesday, 16 August from 09:00-10:00. Others may be held if there is a demand.

At Council II on Friday, 18th August, Marjorie Bloss will report on the deliberations at the Open Hearings and indicate the next steps.

I hope that you find these documents helpful, and that I can look forward to seeing you, or your representatives, in Jerusalem.

Yours faithfully

Ross Shimmon
Secretary General

PS. Please note that there was an error in the earlier Convening Notice sent to you. The Council I meeting will, of course, take place on Sunday 13th August, not as stated in parts of the Notice. I apologise for any confusion this may have caused.

Convening Notice of an Extraordinary Meeting of IFLA Council

On behalf of the Executive Board of IFLA, I have pleasure in submitting the Convening Notice of an extraordinary meeting of IFLA Council to be held, if necessary, immediately following the closing session of the IFLA Council and General Conference on Friday 18th August 2000, at the Jerusalem International Convention Centre, Binyaney Ha'Ooma, Jerusalem 91060, Israel.

Ross Shimmon Secretary General June 2000

Agenda

1. Opening by the President, Christine Deschamps
2. Resolution proposed by the Executive Board That the Proposed Revised Statutes of IFLA, as set out in the document issued in April 2000 for a postal ballot of Voting Members, accompanied by the Convening Notice for the 66th IFLA Council and General Conference, be adopted.
3. Close of meeting (no other business will be conducted)

Notes

1. This Extraordinary Meeting of Council will be called under the provisions of Article 27.4 of the Statutes of IFLA. Only if:
   a. The result of the postal ballot on the proposed new Statutes of IFLA is a majority in favour of the new Statutes, and
   b. If the subsequent vote in Council on Sunday 13th August fails to

record a two-third majority of the total voting membership in favour of the proposals.

2. Since recent experience suggests that it is not at all likely that two-thirds of the voting membership will be present or represented at the conference, it is very likely that this meeting will be required, if the postal ballot shows a majority in favour of the proposals.
3. At this special meeting, in accordance with Article 27.4, a two-third majority of the voting members present or represented will be required.
4. It is very important, therefore, that voting representatives of all voting Members and persons holding proxy votes plan to stay until after this meeting.
5. Voting on agenda item 5, the revision of IFLA's Statutes; and agenda item 6, resolutions from the Executive Board on the proposed changes to the Rules of Procedure, will take place on Sunday, 13 August. Voting Delegates must take a seat at the front part of the meeting room.
6. Voting Delegates can obtain the voting papers at the IFLA Voting Office in the registration area of JICC. The office will be open on Friday, 11 August, 14:00-18:00; Saturday, 12 August, 09:00-18:00; and Sunday, 13 August, 09:00-15:00. The office will reopen on Friday, 18 August from 09:00 - 15:00. Voting delegates are kindly requested to present themselves at their earliest convenience at the IFLA Voting Office. Voting Papers will only be handed out to delegates who are in possession of the IFLA Voting Card 2000, duly signed by the appropriate authority.
7. Representation at a Council Meeting The relevant articles of the Statutes and Rules of Procedure read:

   Stat. 10.2 Each Member may be represented at a meeting of the Council by one or more delegates, of which one person shall be designated to exercise the right to vote.

   Stat. 11.5 Each Member may be represented by another Member of the same category. No Member shall hold more than one proxy.

   R.P. 5.2.3 To obtain these papers representatives or proxies of qualified Members shall present themselves at the time and place publicly announced at the Secretariat with the membership certificate (IFLA Voting Card) of the Member concerned, which certificate (IFLA Voting Card) shall carry the name of the representative or proxy, and the signature of the competent authority of the member concerned.

Latest Revision: *May 25, 2000*

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August

Postal Ballot Results on the Proposed Revision of the Statutes:

Against: 4 (0.5%)
For: 395 (99.5 %)
Return Rate: 27%

Latest Revision: *May 25, 2000*

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IFLA 66TH GENERAL CONFERENCE

JERUSALEM, ISRAEL

13-18 AUGUST 2000

CALL FOR POSTER PRESENTATIONS

An alternative approach for the presentation of projects/new work will be available for conference participants. An area on the conference premises has been designated for the presentation of information regarding projects or activities of interest to librarians. Presentations may include posters, leaflets (etc.) in several of the IFLA working languages (English, French, Spanish, German and Russian), if possible. Further advice on poster sessions may be obtained from IFLA Headquarters. The Professional Board of IFLA will review all submissions.

Colleagues interested in presenting a poster session are invited to complete the form overleaf and to send it with a brief description of not more than 200 words of the session (in English, French, Spanish, German or Russian) to:

Mr. Sjoerd Koopman
Secretary of the Professional Board
IFLA HQ, P.O. Box 95312
2509 CH The Hague
Netherlands
Fax No. +31-70-3834827
E-mail: ifla@ifla.org

TIME SCHEDULE:

1 March 2000	Deadline for receipt at IFLA Headquarters of the application form and a detailed description of the poster session.
15 April 2000	IFLA Headquarters will inform applicants of the final decision of the Professional Board.

Description may be sent electronically to: ifla@ifla.org

INTENT TO SUBMIT A POSTER SESSION PROPOSAL
IFLA 66TH GENERAL CONFERENCE
JERUSALEM, ISRAEL
13-18 AUGUST 2000

Please print or type the following information:

Name: _____ M/F _____

Address: _____

_____

_____

Tel. (Home): _____ Tel. (Work): _____

Fax: _____ E-mail: _____

Title of Poster Session: _____

_____

_____

Language: _____

This form with a 200 word description of the poster session should be sent to:

Mr. Sjoerd Koopman, Secretary of the Professional Board
IFLA Headquarters
P.O. Box 95312
2509 CH The Hague, Netherlands
Fax No. +31-70-3834827
E-mail: ifla@ifla.org

Deadline for receipt of Description at IFLA HQ: **1 March 2000**

Note: Authors of accepted poster session will receive an official invitation to the IFLA Conference. However, travel costs to Bangkok and other costs (including registration fees, hotel, etc.) can not be paid by IFLA. They are the responsibility of any author of an accepted poster session.

Memo to IFLA Officers and to Officers of other Professional Groups

Date: 10 January 2000

Our ref.: E2000.3.2/H

Re.: 66th IFLA General Conference, Jerusalem, Israel, 13-18 August 2000

Last September you received FORM A asking for information on the involvement of your professional group in the 66th General Conference of IFLA (joint meetings, workshops, satellite meetings, etc.).

As is customary, we are now sending two FORM Bs requesting detailed information on the professional programme for the Jerusalem Conference. If your group is planning a workshop, please complete the second FORM B for workshops. Please return by **1 March 2000**.

Form B - OPEN SESSION
[Adobe Acrobat PDF format 11 KB]
Form B - WORKSHOP
[Adobe Acrobat PDF format 6 KB]

PAPERS - OPEN SESSION.

A letter from Sjoerd Koopman with detailed instructions on paper-handling and translations is enclosed. Please respect the deadline of **1 May 2000**.

SPEAKERS/AUTHOR FORMS.

Please photocopy and distribute this form to your speakers to ensure that they are aware of the facts that:

- Author's Form
  [Adobe Acrobat PDF format 5 KB]
- Instructions from Officers to Authors Form
  [Adobe Acrobat PDF format 3 KB]
  1. IFLA has first publication right to all papers given at IFLA meetings;
  2. papers received before the deadline will also be put up on IFLANET; and
  3. papers received before the deadline will appear on the CD-ROM sponsored by SilverPlatter, to be given to all participants at the Jerusalem Conference.

EQUIPMENT.

- Audiovisual Requirements Form
  [Adobe Acrobat PDF format 15 KB]
  Please photocopy and distribute the equipment request form to your speakers. All equipment (including overhead projectors and slide projectors) must be requested by the deadline of 15 May 2000. Please note exactly what is available. If equipment is not requested by this date, officers/speakers will be required to pay for the equipment. There will also be a room available to test the equipment and to arrange slides. Please ask your speakers to make use of this facility before your meeting.

DRAFT SCHEDULE.

[See yellow enclosure.] The first draft schedule of meetings for the Jerusalem Conference is enclosed. Standing Committee meetings are scheduled at the beginning and the end of the conference week. The second Standing Committees will be allocated two hours. We hope to be able to have a longer time for the second CBs and also to have some programme content on Friday morning. Your advice on this would be appreciated. For delegates there is nothing planned for Friday except for the Council and Closing in the afternoon.

WORKSHOPS.

[See green enclosure.] At its meeting of 29-30 November 1999, the Professional Board decided that:

- Pre-registration for workshops is NO LONGER REQUIRED. Participants may be admitted to the workshops on a first-come, first served basis. This will be announced in the first issue of IFLA Express, to be mailed in January 2000 by the Jerusalem Conference Organizers,
- The number of participants for each workshop will be limited to 50-70 participants. The room sizes will be listed in the programme.
- Workshop papers will not be available in the workshop rooms, but will be posted on IFLANET, on the CD-ROM, and will be available from the paper-handling centre in exchange for coupons or cash.

SATELLITE MEETINGS.

[See orange enclosure.] This is the only information we have received. Please correct and update this list.

IFLA BOOTH.

IFLA professional groups will be present for one hour at the IFLA booth to introduce themselves and their activities (displaying publications, distributing brochures, etc.) will be continued this year in Jerusalem. The schedule for the booth will be sent in April with the draft programme and will also be announced in IFLA Express.

DIVISION ROOMS.

Division rooms will be available during the conference.

Latest Revision: *February 23, 2000*

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www.ifla.org

Programme Enquiry Form for Boston 2001

To all IFLA Officers

Deadline for return to IFLA Headquarters: **16 November 2000**; fax +31 70 383 4827

This form has been mailed to Chairs and Secretaries of the relevant Professional Groups; please consult each other.

A second form, asking for precise programme information , including authors and titles of papers and equipment requests will be mailed to you in early January 2001.

Download the Programme Enquiry Form: forma.doc

Coordinating Board (CB) and Standing Committee (SC) meetings will be scheduled at the beginning and at the end of the conference week. The first series of those meetings will take place on Friday 17 August (CB) and Saturday 18 August (SC).

Each Professional Group (Section; Round Table) will receive one time slot of 2,5 hours for an Open Session. Some of those will be scheduled on Monday 20 and Friday 24 August, but most will be held on Tuesday/Wednesday 21/22 August 2001. A Divisional programme, if so requested, will follow the format of an open forum, presenting the work of the Division as a whole.

Thursday 23 August 2001 is Workshop day.

Please fill in the following:

1. Name of Division / Section / Round Table / other body:

2. Name of Officer returning this Form:

3. Open Session
   3.1 Proposed theme for Open Session:

   3.2 To which of IFLA's Professional Priorities is the programme referring (see list):

   3.3 If you are planning a joint session with one or more other groups, please indicate here: (Note: confirmation is needed from all groups involved)

   3.4 Overlapping with the following groups' programme must - if possible - be avoided:

   3.5 Is Simultaneous Interpretation needed? If so, please justify:

   3.6 The attendance at the Open Session is estimated at (based on experience):

   3.7 Speakers and titles of papers:

4. Workshop
   4.1 Proposed title or subject:

   4.2 To which of IFLA's Professional Priorities is the workshop programme referring (see list):

   4.3 Other sponsoring group(s): (Note: confirmation is needed from all groups involved)

   4.4 Location (in case off-site):

   4.5 Name/address of person responsible for registration for off-site workshops:

5. Satellite Meeting
   5.1 Proposed title or subject:

   5.2 To which of IFLA's Professional Priorities is the satellite's programme referring (see list):

   5.3 Other sponsoring groups: (Note: confirmation needed from all groups involved)

   5.4 Location:

   5.5 Name/address of person responsible for organisation:

IFLA's Professional Priorities

a) Supporting the Role of Libraries in Society
b) Defending the Principle of Freedom of Information
c) Promoting Literacy, Reading, and Lifelong Learning
d) Promoting Unrestricted Access to Information
e) Safeguarding the Intellectual Property Rights of Libraries and Authors
f) Promoting Resource Sharing
g) Preserving Our Intellectual Heritage
h) Developing Library Professionals
i) Promoting Standards, Guidelines, and Best Practices
j) Supporting the Infrastructure of Library Associations
k) Representing Libraries in the Technological Marketplace

September 2000

Latest Revision: *October 11, 2000*

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www.ifla.org

PLEASE PHOTOCOPY FOR YOUR OWN FILES

To be returned to IFLA Headquarters not later than **1 March 2000**

Mailing: To the officers (Chairmen and Secretaries) of Divisions, Sections and Round Tables and to some additional professional groups.

Date: 10 January 1999

1. **Name of Division* / Section*/ Round Table*/ other group***
(* = delete that which is not applicable)

2. **Name and address of officer returning this form:**

3. **Date of return:**

4. **Programme, theme** (if applicable):

(1) (a) Subject/title:

(b) Speaker** with precise name, position, and the institution in which the speaker works, plus the address. Please add the language in which he/she will speak.

(** = Please list the speaker and title/subject of the presentation. If there is more than one speaker, please list)

(c) Number of pages allocated to paper of speaker:

BEST COPY AVAILABLE

(2) (a) Subject/title:

(b) Number of pages allocated to paper of speaker:

(c) Speaker with precise name, position and the institution in which the speaker works, plus the address. Please add the language in which he/she will speak:

(3) if applicable
(a) Subject/title:

(b) Number of pages allocated to paper of speaker:

(c) Speaker with precise name, position and the institution in which the speaker works, plus the address. Please add the language in which he/she will speak:

5. **Special requirements.** Please distribute the attached sheet listing equipment available to your speakers. Please return the sheets to IFLA HQ not later than 15 May 2000. Equipment requests made after this date cannot be fulfilled.

FORM B - WORKSHOP

PROGRAMME ENQUIRY FORM

PLEASE PHOTOCOPY FOR YOUR OWN FILES

To be returned to IFLA Headquarters not later than **1 March 2000**

Mailing: To the officers (Chairmen and Secretaries) of Divisions, Sections and Round Tables and to some additional professional groups.

Date: 10 January 2000

1. **Name of Division* / Section*/ Round Table*/ other group***
(* = delete that which is not applicable)

2. **Name and address of officer returning this form:**

3. **Date of return:**

4. **Programme:**

Theme:

(1) (a) Subject/title:

(b) Speaker** with precise name, position, and the institution in which the speaker works, plus the address. Please add the language in which he/she will speak:

(** = Please list the speaker and title/subject of the presentation. If there is more than one speaker, please list)

(c) Number of pages allocated to paper of speaker:

BEST COPY AVAILABLE

(2) (a) Subject/title:

(b) Number of pages allocated to paper of speaker:

(c) Speaker with precise name, position and the institution in which the speaker works, plus the address. Please add the language in which he/she will speak:

(3) if applicable
(a) Subject/title:

(b) Number of pages allocated to paper of speaker:

(c) Speaker with precise name, position and the institution in which the speaker works, plus the address. Please add the language in which he/she will speak:

5. **Special requirements.** Please distribute the attached sheet listing equipment available to your speakers. Please return the sheets to IFLA HQ not later than 15 May 2000. Equipment requests made after this date cannot be fulfilled.

BEST COPY AVAILABLE

AUTHOR'S FORM

PLEASE RETURN THIS FORM IMMEDIATELY TO:

P.O.B. 95312
2509 CH The Hague
Netherlands

Re: Paper to be presented at the IFLA General Conference in Jerusalem 2000

Name of the Author(s):

Institutional affiliation:

Title of paper:

Original language:

Brief biographical information:
(Note: this is to allow the chairperson to introduce you correctly)

I/we agree to send you the original typescript (___ pages camera-ready copy + abstract) + floppy disk of my/our paper **by the requested date.**

I/we am/are aware that IFLA has the right of first publication of this paper whether in 'IFLA Journal', on IFLANET, or on a CD-ROM version of the conference preprints. This applies to the original language version and to any translations that may be made.

Date: _____

Signature(s) of the author(s): _____

SAMPLE

Instructions from Officers to authors of IFLA Conference papers
IFLA GENERAL CONFERENCE, JERUSALEM, 2000

Your paper is one of ___ which will be presented in our programme session. It must be limited to a maximum of ____ pages of text (double-spaced, typed).

An abstract should accompany your paper.

Please provide your name, institutional affiliation, and the title of your paper in its original language version on the attached form, as you wish it to appear in the programme and return this form immediately to the officer whose name appears below. Please also include a brief biographical statement which can be used by the Session Chair in introducing you.

The text of your paper and the abstract (original typescript) plus the text on floppy disk (in either PDF or Word for Windows) must reach me at the following address:

not later than _____ 2000.

It is essential that this deadline be met in order to ensure that your paper will be available for all participants in the pre-printed booklets, on IFLANET and on the CD-ROM "IFLANET unplugged". Moreover your paper can then be translated into the other IFLA working languages.

AUDIOVISUAL REQUIREMENTS

IFLA Generenal Conference 2000, Jerusalem, Israel

Division / Section / Round Table (delete that which does not apply)

of : _____

Speaker's Name : _____

Speaker's e-mail[1] : _____

Fax number : _____

Please note that no internet connections will be provided in meeting rooms. There will be a room available at the ICC (International Convention Centre) in Jerusalem to test the equipment, to arrange slides, etc. before the meetings.

Needs the following equipment:

1. ☐ overhead projector for transparencies

2. ☐ 35 mm slide projector:
   - ☐ single projection
   - ☐ dual projection
   - ☐ to be operated by speaker using remote control
   - ☐ to be operated by projectionist

3. ☐ VHS Video ☐ PAL ☐ NTSC

4. ☐ PC presentation (600x800 resolution)
   Only powerpoint 97 will be provided

PLEASE RETURN THIS FORM BY FAX

+31-70-3834827 TO IFLA HQ

BEFORE 15 MAY 2000

By doing so, you can prevent that speakers have to pay equipment rental.

[1] This is needed if any additional questions should arise

IN THIS DOCUMENT:

Conference Secretariat

National Organising Committee

Liaison Persons

66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

Conference Secretariat

For more information, please contact the IFLA 2000 Secretariat at:

Peltours-Te'um Congress Organisers
P.O. Box 52047
Jerusalem 93420
Israel
Tel: +972-2-648-1245
Fax: +972-2-648-1305
E-mail: ifla@teumcong.co.il

National Organising Committee

President:

Professor Sara Japhet,
Director,
The Jewish National and University Library

Vice President:

Professor Bluma Peritz,
Director,
School of Library, Archives and Information Studies,
The Hebrew University of Jerusalem

Secretary:

Cecile Panzer,
Chairperson,
Israel Society of Special Libraries and Information Centres

Members:

Victor Ben-Naim,
Head of Libraries Department,
Ministry of Education, Culture and Sport

Dr. Susan Lazinger

Senior Teacher
School of Library, Archives and Information Studies
The Hebrew University of Jerusalem

Ali Saleem Manna,
Director of Public Library,
Majd el Kurum

Orly Onn,
Director,
Israel Center for Libraries

Tilly Raviv,
Director,
Public Libraries, Holon

Benjamin Schachter,
Chairperson,
Israel Librarian Association

Avner Shmuelevitz,
Director,
Library, Ben Gurion University of the Negev

Shunith Shoham,
Director,
Dept. of Information Science,
Bar Ilan University

Karen Sitton,
Director,
Bloomfield Library,
The Hebrew University of Jerusalem

Liaison Persons

I. Division of General Research Libraries
Ms. Karen Sitton,
Director, Bloomfield Library for Humanities and Social Sciences
The Hebrew University of Jerusalem
Mt. Scopus, Jerusalem 91905
Tel.: 02-588-2139;
Fax: 02-532-2435;
E-mail: msksitt@mscc.huji.ac.il.

II. Division of Special Libraries
Ms. Sanda Berkowitz,
Director, Z. Aranne Central Education Library, School of Education
The Hebrew University of Jerusalem
Mt. Scopus, Jerusalem 91905;
Tel.: 02-588-2042;
Fax: 02-588-1586;
E-mail: mssanda@pluto.mscc.huji.ac.il.

III. Division Of Libraries Serving the General Public
Dr. Ora Nebenzahl,
Director, Public Libraries Dept., Municipality of Tel-Aviv-Yafo

Sha'ar Zion Library Bet Ariela
25 Sederot Shaul ha-Melekh
P.O.B. 33235, Tel Aviv 61331;
Tel.: 03-691-0141;
Fax: 03-691-9024;
E-mail: ORA@tzion.Tel-Aviv.Gov.il.

IV. Division of Bibliographic Control

Dr. Snunith Shoham,
Head of Department of Information Science Bar-Ilan University
Ramat Gan 52900;
Tel.: 03-531-8351;
Fax: 03-5353937;
E-mail: shohas@mail.biu.ac.il

V. Division of Collections and Services

Ms. Naomi Barzely,
Director, Library of Agricultural, Food & Environmental Quality Sciences
The Hebrew University-Rehovot
P.O.B. 12, Rehovot 76100;
Tel.: 08-948-1270;
Fax: 08-936-1348;
E-mail: Barzely@agri.huji.ac.il.

VI. Division of Management and Technology

Professor Elhanan Adler,
Director, Israeli Inter-University Library Network,
The Jewish National and University Library,
Jerusalem 91904;
Tel.: 02-658-5005;
Fax: 02-651-1771;
E-mail: elhanan@libnet.ac.il.

VII. Division of Education and Research

Prof. Bluma C. Peritz,
Director, School of Library, Archive & Information Studies
The Hebrew University of Jerusalem
P.O.B. 1255, Jerusalem
Tel: 02-658-5045;
Fax: 02-658-5707;
E-mail: bluer@cc.huji.ac.il

Dr. Susan Lazinger
Member, Section on Education and Training
Senior Teacher
School of Library, Archive and Information Studies
The Hebrew University of Jerusalem
P.O.B. 1255, Jerusalem
Tel: 02-658-5656;
Fax: 02-658-5707;
E-mail: susan@vms.huji.ac.il

VIII. Division of Regional

Ms. Cecile Panzer,
President
The Israeli Special Library Association (ISLIC)
38 Rachel Imenu St., Jerusalem 93228;

Tel. & Fax: 02-563-5563;
E-mail: cptr@har2.huji.ac.il.

Latest Revision: *February 10, 2000*

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IN THIS DOCUMENT:

Conference Theme
Subtopics
Preliminary Programme*
Simultaneous Interpretation
IFLA Express 2000
IFLA 2000 Exhibition
Library Visits

66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

Conference Theme

"Information for Cooperation: Creating the Global Library of the Future"

The enormous potential for international co-operation in the exchange and utilisation of information which today's technology offers, and tomorrow's technology promises, presents a unique opportunity to library and information professionals. The growing demand for bibliographic exchange, multicultural Internet resources, research unhampered by geographic or linguistic limitations, and cross-cultural networking, both in the sense of online technology and offline partnerships, is a challenge to libraries which should be welcomed and which must be addressed.

The Global Information Infrastructure which is developing and which will surely be in place early in the 21st century, will require information professionals with a sense of obligation, both to their national needs and to the larger goals of the international community, to digitise, navigate, distribute and preserve all the world's knowledge for all the world's people.

Subtopics

- Exchange of electronic bibliographic data
- Cross-cultural networking partnerships
- The multicultural Internet
- Management of information: "librarianship" for the 21st century
- The on-site library in the era of the virtual library
- Educating the professional for the Global Information Infrastructure
- Research in a global environment
- The study of reading in the digital society
- Preservation of the past for the future

Preliminary Programme*

Friday, 11 August 2000

Morning:
Professional Board

Afternoon:
Co-ordinating Board
Division Executive Board

Saturday, 12 August 2000

All day:
Standing Committees
Executive Committees

Evening:
Reception for IFLA Officers
(by invitation only)

Sunday, 13 August 2000

Morning:
Special Session for IFLA Newcomers
Discussion Groups

Afternoon:
Council Meeting
Division Meetings

Evening:
Exhibition Opening

Monday, 14 August 2000

Morning:
Division Meetings
Discussion Groups
Workshops
Open Forums

Afternoon:
Opening Session
Plenary Session

Evening:
Reception and Folklore Performance

Tuesday, 15 August 2000

Morning:
Conference Sessions

Afternoon:
Guest Lecture
Conference Sessions
Poster Session

Evening:
At Leisure

Wednesday, 16 August 2000

Morning:
Conference Sessions

Afternoon:
Guest Lecture
Conference Sessions
Poster Session

Evening:
Cultural Evening at the Israel Museum

Thursday, 17 August 2000

All Day:
Workshops
Library Visits & Tours

Friday, 18 August 2000

All Day:
Conference Sessions
Council Meeting
Committee Meetings
Closing Session

Saturday, 19 August 2000

Optional Post-Conference Tours

* A half-day Walking Tour is offered to participants and registered accompanying persons on Monday, Tuesday and Wednesday (see page 9).

Simultaneous Interpretation

Simultaneous interpretation services will be available in five languages: English, French, German, Russian and Spanish. This service will be available for the opening and closing sessions and other selected sessions. Please look for the SI mark in the Final Programme.

IFLA Express 2000

IFLA Express is a daily newsletter in English which will be published during the Conference by the National Organising Committee in collaboration with the IFLA Secretariat. In addition two pre-conference issues of IFLA Express will appear in January and May/June 2000 with the latest news on the conference.

- Express 1
- Express 2

IFLA 2000 Exhibition

An international trade exhibition will be held in conjunction with the conference. For further information and to reserve exhibition space contact:

Rose International

PO Box 93260,
NL 2509 AG The Hague
The Netherlands
Tel: 31 70 383 8901
Fax: 31 70 381 8936
E-mail: rose@rose-international.com

Library Visits

Participants will be offered the opportunity to visit the libraries of Israel. Visits will be organised by category and both full day and half day visits will be provided. Wherever possible site-seeing will also be included.

Complete details will be published in the IFLA EXPRESS. Participants will be able to register for the tours at the Registration Desk at the conference.

Visits by Category:

Visit I:
National and Government Libraries

Visit II:
Judaica Libraries

Visit III:
Libraries of Religious Institutions (Christian, Moslem, Mormon, Armenian)

Visit IV:
Academic Libraries (Central Libraries, Humanities & Social Science, Science, Technology & Engineering, Medical, Law)

Visit V:
Public Libraries

Visit VI:
School Libraries

Latest Revision: *October 12, 1999*

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IN THIS DOCUMENT:

Marketing Libraries with a Focus on Academic and Large Libraries

The 16th Annual International Conference of Parliamentary Libraries

Managing the Preservation of Newspapers

Satellite Meetings in conjunction with the 66th IFLA General Conference, Jerusalem, Israel

Jerusalem, Israel, 13-18 August 2000

During the recent meetings the Professional Board approved the following Satellite Meetings in August 2000.

Marketing Libraries with a Focus on Academic and Large Libraries

8-11 August, 2000. Haï fa, Israel. Section on Management & Marketing

Program and Hotel Information
Information de Programme et L'Hebergement
Información de Programa Y Hotelera

Marketing and communications have been said to be the spearhead of the profession of librarianship in its effort to become more visible. For several years the IFLA Section of Management and Marketing (http://www.ifla.org/VII/s34/somm.htm) has been trying to help librarians around the world to get a better knowledge of marketing as well as a more effective use of its various techniques.

Again in 2000, the Section is offering a pre-conference satellite workshop on marketing devoted mainly to the communications aspects and especially focused on applications to academic, national and large libraries. The workshop will be held in beautiful Haifa (Video available at http://www.haifa.gov.il/tourism/VideoEng.html) in the north of Israel, and the University of Haifa will host the workshop. Instruction will be given mainly in English but we are now trying to find resources in order to offer simultaneous translation into French.

For this unique professional development opportunity, an experienced and well known team of instructors has been recruited: Christie Koontz from South Florida University, Marielle de Miribel from Université de Paris 10 (Mediadix), Réjean Savard from Université de Montréal, Christina Tovoté from the University of Malmö, Sheila Webber from the University of Strathclyde, and Tom Wilding from the University of Texas at Arlington.

Moreover, special guests will come from different libraries in different countries to bring to the participants interesting marketing and communications

experiences that will be discussed as case studies.

For more information contact:

Réjean Savard
École de bibliothéconomie et des sciences de l'information
Université de Montréal
C.P. 6128, succursale A
Montréal (Quebec), H3C 3J7
Canada
Tel. +1-514-343-7408
Fax +1-514-343-5753
E-mail: savardr@ere.umontreal.ca

The 16th Annual International Conference of Parliamentary Libraries

9 August 2000, Athens Greece. Section on Library and Research Services for Parliaments and sponsored by the Hellenic Parliament.

For more information contact:

Eleni Mitrakou
Hellenic Parliament,
Serials Department
218 Lenormant Ave. Athens, 11528
Greece
E-mail: mitrakou@parliament.gr

Managing the Preservation of Newspapers

Paris, Symposium at Bibliothèque nationale de France, 21 - 24 August, 2000

Preliminary Programme

An international conference organised by IFLA's Core Programma on Preservation and Conservation, Section on Preservation and Conservation, Section on Serial Publications, Round Table on Newspapers with the support and cooperation of the Bibliothèque nationale de France (BnF) and Ville de Paris.

Eleven years after the First International Symposium on the Preservation of Serial Literature organised at the Library of Congress, IFLA wishes to assess the changed that have occurred since1989. Sessions will concentrate mainly on preservation policies, reformatting, financial issues, electronic items and shared preservation. The last day will offer participants the opportunity to visit various preservation sites of the BnF.
Working languages will be French and English

For more information contact:

Marie-Thérèse Varlamoff
IFLA-PAC
Bibliothèque nationale de France
E-mail: marie-therese.varlamoff@bnf.fr

Latest Revision: *May 17, 2000*

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IN THIS DOCUMENT:

Information from the IFLA Secretariat
IFLA 2000 Secretariat
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Liaison Officers
FAQs

66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

Information From the IFLA Secretariat

We hope that you have by now received the final announcement of IFLA 2000. We have made every effort to include as much relevant information as possible. If you have not received the announcement you can contact the Secretariat at the address below. In addition, you can consult the IFLA website. May we remind you that the deadline for early registration fees is 15 May 2000. If you wish to book hotel accommodation through the Conference Secretariat, we would suggest that you do so as soon as possible. Please use the registration form included in the final announcement for this purpose. We have also published a selection of pre-and post-optional tours. If you require further details on any of the above or on other issues related to your stay in Israel, please do not hesitate to contact us:

IFLA 2000 Secretariat

Peltours-Te'um Congress Organisers
POB 52047, Jerusalem 91520
9 HaUman St., Suite 207,
Jerusalem 93420, Israel

Tel: +972 2 648 1245
Fax: +972 2 648 1305
E-mail: ifla@teumcong.co.il
Website: http://www.teumcong.co.il

IFLA Website

IFLA's website can be found at the following address: www.ifla.org. The website will be periodically updated giving you easy access to the latest programme developments and other important information as it becomes available.

Papers will be posted to IFLA's website as soon as they are received by IFLA Headquarters. This will give participants the opportunity to download and read them before the conference, thus ensuring a more active discussion during the professional meetings.

IFLA Express

This is the first of eight editions of the IFLA EXPRESS. One additional issue will be published prior to the conference - in June - and the others will appear at the conference. Our aim is to provide essential information to participants regarding the scientific content of the programme. This includes details of sessions and workshops transportation details and changes in venue. We will endeavour to update the programme as much as possible before the June issue - so that delegates will have a more precise picture of the actual programme. We intend to include in the second issue, short background articles on subjects of interest to delegates. We have included in this issue the names and addresses of the Liaison Officers. They are available to help IFLA colleagues. We look forward to greeting you in Jerusalem.

Welcome Address

"The people of the book invite the keepers of the book."

On behalf of the Israeli National Organising Committee and the Israeli library community, we warmly invite all IFLA members to Jerusalem for the 66th Conference in the year 2000.

The IFLA Conference is the most important professional international event within the library and information community. It brings together delegates, experts and suppliers from all over the world, to meet, exchange ideas, share experiences, introduce new technologies and to influence the development of libraries and information centres, both nationally and globally. The Israeli National Organising Committee has chosen the theme:

"Information for Co-operation: Creating the Global Library of the Future"

for the 66th IFLA Conference in Jerusalem. The key word of the theme is co-operation, towards which we shall all be aiming. It is to these goals - international, multilingual, multicultural co-operation throughout the library and information community - that the 66th IFLA Conference in Jerusalem commits itself and invites all of its colleagues throughout the world to participate, contribute and celebrate in Jerusalem in the year 2000.

Jerusalem, the venue of the conference, is best characterised by its name - ??????? - in Hebrew, which means *"city of peace"*. The city has a history of over 4000 years and is holy to the three monotheistic religions - Judaism, Christianity and Islam. It is famous for its beauty and unique atmosphere - a blend of ancient and modern. Jerusalem is the most suitable setting for the 66th IFLA Conference, especially in the year 2000, the start of a new millennium and a new beginning.

The Israeli library community is waiting to welcome you all warmly in Jerusalem.
Sincerely,
Sara Japhet
President

Bluma Peritz
Vice-President
IFLA 2000

Conference Theme

"Information for Cooperation: Creating the Global Library of the Future"

he enormous potential for international co-operation in the exchange and utilisation of information which today's technology offers, and tomorrow's technology promises, presents a unique opportunity to library and information professionals. The growing demand for bibliographic exchange, multicultural Internet resources, research unhampered by geographic or linguistic limitations, and cross-cultural networking, both in the sense of online technology and offline partnerships, is a challenge to libraries which should be welcomed and which must be addressed.

The Global Information Infrastructure which is developing and which will surely be in place early in the 21st century, will require information professionals with a sense of obligation, both to their national needs and to the larger goals of the international community, to digitise, navigate, distribute and preserve all the world's knowledge for all the world's people.

Preliminary Programme

Friday, 11 August

Morning Professional Board
Afternoon Executive Board
Co-ordinating Boards of Divisions

Saturday, 12 August

All day Standing Committees and Executive Committees
Evening Reception for IFLA Officers (invitation only)

Sunday, 13 August

Morning Welcome to IFLA for Newcomers
Discussion Groups
Workshops
Open Forums
Afternoon IFLA Council
Evening Exhibition opening

Monday, 14 August

Morning Programme sessions
Discussion Groups
Workshops
Afternoon Opening Session
Plenary Session
Evening Reception and Folklore Entertainment

Tuesday, 15 August

All day Programme sessions

Mid-day Poster sessions
Guest Lecture

Wednesday, 16 August

All day Programme sessions
Mid-day Poster sessions
Guest Lecture
Evening Cultural Evening at the Israel Museum

Thursday, 17 August

All Day Workshops
Library Visits and Tours

Friday, 18 August

Morning Co-ordinating Boards
Standing Committees
Afternoon Council
Closing Session

Saturday, 19 August

Optional Post-Conference Tours

Visas

A valid passport is required for entry into Israel. Please check with your travel agent or the Secretariat for visa requirements or concerns. (Note: visas are not required from most countries.) Participants from countries without diplomatic relations with Israel should contact the nearest Israeli embassy for assistance. Upon request the Secretariat will issue an official letter of invitation to facilitate visa applications. This invitation does not include financial support. Note: The Secretariat can assist with visa applications if notified five months prior to the Conference.

Exhibition

An international trade exhibition will be held in conjunction with the conference. For further information and to reserve exhibition space contact:

Rose International
PO Box 93260,
NL 2509 AG The Hague
The Netherlands
Tel: 31 70 383 8901
Fax: 31 70 381 8936
E-mail: roseint@euronet.nl

Programme Information

The information below will give a preliminary view of the open sessions organised by IFLA's Sections and Round Tables.

- Acquisition and Collection Development. Theme: *"Models for Acquiring*

Electronic Resources".

- Art Libraries. Cataloguing Ephemera in the Art Library: Towards Integrated Access. The speakers will focus on such factors as cataloguing artists' files, rules and standards for cataloguing ephemera, and integrated access.
- Asia and Oceania. Theme: *"Networking Partnerships in Asia and Oceania"*.
- Audiovisual and Multimedia joint with User Education. Theme: *"User Education and Multimedia"*.
- Bibliography. Papers will be presented on 1) Co-operation between national bibliographic services in Italy; 2) Czechoslovakia's use of international standards in rebuilding its national bibliography; 3) Israel's national bibliographic coverage; and 4) Canadiana celebrates its 50th anniversary.
- Biological and Medical Sciences Libraries joint with Libraries Serving Disadvantaged Persons. Theme: *"Global Co-operation"*. Speakers will discuss co-operative interlibrary arrangements from different areas of the world, which have enhanced the delivery of medical information to health professionals. Papers will be presented on the unique requirements of health professionals to rapidly receive information, donation projects, and sister library arrangements. These topics will also be covered in the Section's half-day workshop.
- Cataloguing. Theme: *"Metadata"*.
- Collections and Services. Theme: *"Documenting a Culture: The Case of Israel"*. Papers will be given on 1) Documenting Israel: shared efforts; 2) Public archives in Israel: preservation and accessibility; and 3) Archiving cultural heritage: the National Library of Israel
- Continuing Professional Education. Theme: *"Delivering Lifelong Professional Education across Space and Time"*.
- Document Delivery and Interlending. Theme: *"Lending and Document Supply in the Middle East: A Regional Perspective"*.
- Government Libraries. Theme: *"Government Services to Special Populations"*.
- Libraries for Children and Young Adults. Speakers will address: 1) Children's libraries and literature in Israel; 2) Publishing for children - the Israeli experience; and 3) Jewish heritage in different countries.
- Libraries for the Blind joint with Public Libraries. Theme: *"Building Smart Communities: Knowledge as the Key to Growth and Development for Print Disabled People in a Competitive World"*. Papers will be presented on 1) Telephone access to library services; 2) Building virtual collections; 3) Reference services of public libraries for print handicapped people; and 4) Libraries in smart communities and benefits for blind people.
- Library Buildings and Equipment. Theme: *"Libraries for the 21st Century: How to Transform Planning Visions and Building Programmes into Successful Libraries, Useful for both Users and Staff"*. Speakers from Denmark, Sweden, Portugal and South Africa will deliver papers relating to the theme.
- Libraries Serving Disadvantaged Persons. Theme: *"Hospitals and Health Care"*.
- Library and Research Services for Parliaments. Theme: *"Library and Research Services for Parliaments on the Threshold of a New Millennium"*. Papers will be offered on: 1) The experience of co-ordinating a move in Singapore's Legislative Library; 2) Rebuilding a parliamentary library service; and 3) The relationship between legislative libraries in the European Community as seen from the perspective of Poland.
- Management and Marketing joint with Information Technology and Social Sciences Libraries. Theme: *"Building Change Management and Marketing Skills for the Information Age"*. Papers will be presented on: 1) Information ecologies and the library's changing role in an information society; 2)

Migrating from the library of today to the library of tomorrow; 3) Managing the change from the traditional library to the electronic library; 4) Switching weaknesses into strengths: ICT challenges for libraries in Latin America; 5) Libraries and librarians on the threshold of the 3rd millennium: challenges and risks; 6) Internet librarianship: traditional roles in a new environment; 7) Technological discontinuities in the library: digital projects that illustrate new opportunities for the librarian and library; 8) Library management with new technologies; 9) Management support systems for libraries; and 10) Geographic information systems for library market analysis: personal digital data collectors for collecting in-library use.

- Management of Library Associations. Theme: *"Library Associations and Development"*.
- National Libraries. Theme: *"The Role of National Libraries in IFLA Core Programmes"*.
- Preservation and Conservation. The theme of the session is *"Preserving the Web"* with speakers from Sweden, Australia, the UK and the USA.
- Public Libraries. Theme: *"Copyright"*.
- Reading. Theme: *"Literacy: Libraries, Programme Evaluation and Research"*.
- School Libraries and Resource Centres. Theme: *"The School Library and the Global Network"*. Papers will cover accessing and sharing information for the professional librarian and/or the student within a global network of information sources - human, electronic, professional and educational.
- Statistics. Theme: *"Library Statistics: The Search for International Standards for the 21st Century"*. Papers will cover: 1) The revision of ISO 2789, the standard for library statistics; and 2) Consortial attempts to develop standards for measuring consortial use of Web-based, indexed, abstracted and full text resources. The Section will also hold a browsing session and this year will focus on statistics of academic librarians. Space will be provided for conference attendees to bring national published statistics from their own countries so that colleagues can *"browse"* them informally. Persons displaying statistics will speak for 3-5 minutes to introduce the statistics they brought.
- University Libraries and other General Research Libraries. Theme: *"Library Education: Assessing Outcomes for the Professionals in University and Research Libraries. What Do We Want from Library Education?"*. The Section is co-sponsoring one Discussion Group on Performance Measurements in Academic Libraries with the Section on Statistics. The theme is *"Benchmarking and Best Practices"*. The second Discussion Group on Marketing of Academic Libraries is co-sponsored with the Section on Management and Marketing and its theme is *"Raising the Profile of Academic Libraries and Librarians"*.
- Women's Issues. Theme: *"Information for Co-operation: Women Library Leaders Serving the Majority"*.

Workshops

During the 66th IFLA General Conference, 13-18 August 2000, workshops in principle are scheduled for Thursday, 17 August. In most cases participation will be limited to 50 persons on a first-come, first-served basis. Pre-registration for workshops is not required, but some workshops may be "by invitation only". Workshop papers will be available at the paper-handling centre at the Jerusalem International Convention Centre in exchange for coupons or cash. Unless otherwise indicated, all workshops will be held at JICC. The following workshops are planned.

Full-day Workshops

- Art Libraries. Theme: *"Art Reference in the Digital Age"*. Sub-topics include electronic reference, user training, library staff education, and providing access through online cataloguing. The format of the workshop will be interactive. The papers will not be read, but the main points will be presented by the speakers, followed by four specific statements. Four discussion groups will comment on these statements, followed by a plenary discussion. This workshop will be held off-site at the Israel Museum. For information: E-mail gkoot@rijksmuseum.nl
- Classification and Indexing. Theme: *"Subject Retrieval in a Multiscript, Multilingual Environment"*.
- Information Technology joint with National Libraries and the UDT Core Programme. Theme: *"Uniform Resource Identifiers and the Library Community"*. The workshop will provide an update on the various identifier initiatives, their interrelationships, and the emerging role of the library community in providing URI services. Topics to be covered: 1) Overview of identifier technologies and issues for libraries; 2) IETF URN development; 3) PURLs; 4) Handle system: an overview; 5) DOI, a publisher's perspective; 6) Identifiers and digital library development; 7) A role for national libraries in URI services; and 8) URI and developing European information services.
- Library and Research Services for Parliaments. This workshop is by invitation only and will be held off-site at the Knesset. Topics to be covered include: Library and documentation services of the Knesset; electronic collections; twinning library and research services; budget planning; and production and performance indicators. On Thursday, 17 August the Section will hold another workshop at Ramallah, also on invitation only.
- Library History. Theme: *"Historical Threads of Judaica and Hebraica Librarianship"*. The programme is divided into four sections: 1) Like brands plucked from the fire: Vilnius Hebraica, a co-operative project; 2) Accessing collections: description classification, indexing; 3) Special interest collections; and 4) Bibliographic milestones.
- Mobile Libraries. Theme: *"Telling Mobile Libraries' Story: Collecting the Past to Build a Future"*. The workshop will emphasise historical stories about experiences of use of mobile libraries on how particular library services were planned. Contributions will include co-operative or collaborative projects with community-based groups to provide mobile services; unique mobile services; special initiatives undertaken to identify and plan services for unserved or underserved populations; approaches to user education through mobile libraries; and teaching technology on mobile units.
- Reading. Theme: *"Library-Based Programmes to Promote Literacy"*. The goal of the workshop is to bring together librarians and other experts from several countries and regions to explore library-based programmes for the promotion of literacy. Programmes for both children and adults will be included. Papers will focus on the factors which make for successful programmes; the sustainability of programmes; training for personnel involved in the programmes; the provision of materials for newly literate people; and obtaining funding for programmes. The objective is to work toward providing guidelines for planning successful projects.
- School Libraries and Resource Centres. Theme: *"Guidelines for School Libraries"*.

Half-day Workshops

- Acquisition and Collection Development. Theme: *"Collection Development in the Digital Age: Organisational Challenges"*.
- Audiovisual and Multimedia. Theme: *"Co-operation within the Library and between Libraries"*.
- Bibliography joint with Education and Training. Theme: *"The Role of Bibliography in the Curricular Library and Information Schools"*.
- Biological and Medical Sciences Libraries. Theme: *"Global Co-operation"*. Speakers will discuss co-operative interlibrary arrangements from different areas of the world which have enhanced the delivery of medical information to health professionals. This workshop will be a follow-up of the Section's open session.
- Cataloguing. Theme: *"Metadata"*.
- Document Delivery and Interlending. Theme: *"Licensing Information: An End to Sharing?"*.
- Government Information and Official Publications. Theme: *"Government Information on the Web"*. This workshop will be held off site, but the location is not yet determined. For information: E-mail jmansfi1@email.usps.gov.
- Libraries for Children and Young Adults. Theme: *"Guidelines for Children's Services"*.
- Library Theory and Research. Theme: *"Collaboration between Theory and Evidence-Based Practice"*.
- Management and Marketing joint with Statistics. Theme: *"Evaluation and Statistics as a Marketing Tool"*. The workshop will explore the topic of library statistics and how they can be used to market library services effectively. Speakers are from the USA, France and China.
- Management of Library Associations joint with Library and Information Science Journals.Theme: *"Library Journals for Whom?"*
- Management of Library Associations. Theme: *"Library Associations for the 21st Century: New Wine in Old Bottles"*.
- National Libraries. Theme: *"Legislation for National Libraries"*.
- Preservation and Conservation joint with Rare Books and Manuscripts. Theme: *"Conservation of Non-Paper Materials"*. The workshop will be held off-site at the National and University Library in Jerusalem. For information: .
- Social Sciences Libraries. Theme: *"The Evaluation of WWW Subject Gateways"*.
- University Libraries and other General Research Libraries joint with Copyright and other Legal Matters. Theme: *"Copyright: A Question of Balance"*. This workshop is part of the Section's project to publish guidelines and/or a manual with concrete examples of contracts used by universities and research institutes to secure the right to fair use of copyrighted research and teaching materials produced by their staff. The goal of the manual is to demonstrate how to develop systems and procedures to facilitate access to copyright materials to support research.
- User Education. Theme: *"Training the Information User for the Global Library of the Future"*.

Satellite Meetings

August 9-10, 2000. Holon, Israel. Satellite meeting Section on Library Services to Multicultural Populations with Section of Libraries for Children and Young Adults. Theme: *"Multicultural Services for Children and Young Adults"*. For information: Souad Hubert, Chef de Service Relations Internationales, Bibliothèque Publique d'Information, Centre G. Pompidou, 19 rue Beaubourg, 75197 PARIS Cedex 04, France, (fax: + (33-1)44781215; E-mail: hubert@bpi.fr) or Jili Raviv, Directrice de la Section Bibliothèque, Mairie de

Holon, Bibliothèque Centrale Miterani, P.O.B. 239, Holon, Israel (fax: + (972-3)5032831)

August, second week, 2000. Haïfa, Israel. Satellite meeting Section on Management and Marketing. Theme: *"Marketing Libraries pre-conference with focus on academic and large libraries"*. For information: Rejean Savard, Ecole de Biblioteconomie et des Sciences de l'Information, Université de Montreal (*"EBSI"*), C.P. 6128 Succursale Centre-ville, Montreal, Quebec H3C 3J7. Canada (fax + (1-514)3435753; e-mail rejean.savard@umontreal.ca) or Christina Tovoté, Malmö University, the Library, S-205 06 Malmö, Sweden (fax: + (46-40)6657301; E-mail: christina.tovote@mah.se)

August 9, 2000. Athens, Greece. Satellite meeting Section on Library Research Services for Parliaments and sponsored by the Hellenic Parliament. Theme: *"The 16th Annual International Conference of Parliamentary Librarians"*. For information: Eleni Mitrakou, Hellenic Parliament, Serials Department, 218 Lenormant Ave., Athens 11528, Greece

August 17, 2000. Ramallah, Palestinian Authority. Satellite meeting Section on Library Research Services for Parliaments. Theme: *"Special Meeting of the Section on Library and Research Services for Parliaments"*. For information: Richard Paré, Parliamentary Librarian, Library of Parliament, Wellington Street, Ottawa, Ont., Canada (fax + (1-613)9967092; E-mail: parer@parl.gc.ca)

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Freqently Asked Questions

about the IFLA Conference.

Why does the opening ceremony take place halfway through the conference?

Because the IFLA conference is not only a conference. It is really an occasion on which several events are happening at more or less the same time. Because IFLA is a worldwide organisation, the members of the committees concerned with managing IFLA have to meet at conference time. The same is true of the committees running the professional programmes (the divisions, sections and round tables). There is also the exhibition. All of this is in addition to the professional conference itself. The business meetings start on Friday and continue on Saturday. There are some more on Sunday together with some Discussion Group sessions and the first meeting of IFLA Council (at which voting will take place). The exhibition opens on Sunday afternoon. However, the conference itself really begins on Monday. That's when the highest number of attendees is present and that's when we have the Opening ceremony.

Why are some people always dashing off to meetings, but I only have the sessions and the exhibition to attend? What's going on?

The answer to the previous question provides part of the answer. Also many participants belong to other multinational groupings of one sort or another. They take the opportunity of the IFLA conference to meet face-to-face.

What does SI mean in the programme?

It means simultaneous interpretation. Sessions marked SI have interpreters who

translate the lecture and any discussion into the five working IFLA languages (English, French, German, Russian and Spanish). You need to take headsets into the room if you wish to make use of the service. They are usually available just outside the room. When you take part in a discussion, please remember to speak slowly and clearly to help the interpreters.

How can I plan my time? How do I avoid clashes between library trips, workshops and sessions?

It's a good idea to sit down in a quiet place as soon as you have the programme with a highlighter pen and mark all those sessions, workshops and visits which particularly interest you. Don't confine your choices to your own sector of library work. (For example, if you are a school librarian, you may well find inspiration and ideas from speakers in a variety of programmes in addition those put on by the School Libraries and Resource Centres and the Libraries for Children and Young Adults sections. Because there is so much going on, you will probably be unable to avoid clashes altogether. Printed papers are available for many sessions. If it's a choice between a library visit and a workshop and a session for which there is a printed paper (which will also be available on the CD-ROM IFLANET Unplugged and on the IFLA Website), for example, you may decide on the visit or the workshop. Once you've decided on your preferred sessions write them in the small conference diary provided in your pack.

Can I attend ANY of the meetings listed in the programme?

You can attend any of the meetings, except those few which are marked *"closed meeting"*.

Many of the meetings scheduled for Friday 11th August, Saturday 12st August and Friday 18th August are business meetings of the Co-ordinating Boards of IFLA Divisions, Standing Committees of IFLA Sections and Executive Committees of IFLA Round Tables. You may attend any of these by permission of the Chair. This is usually given without fuss. It's a good way to get to understand the work of IFLA's divisions, sections and round tables. Indeed, you may find yourself getting involved!

If I find that a session is not as interesting or relevant as I expected, can I leave?

Yes, you will find that people come and go throughout meetings at IFLA conferences. It is not always easy to estimate just how relevant a session may be. The speakers do not always speak in the same order as listed in the programme. Sometimes, a specific speaker is not available at the last minute. And, of course, there is the problem of clashes. If you think that you may not stay for a whole session, it is a good idea to sit in a position from which you can leave without disturbing many people. In any, case please do your best to enter and leave sessions quietly - you can often do so during short breaks between speakers.

What are caucus meetings?

They are meetings of participants from one country or language group. They are particularly important in years such as this when Council meets and voting takes place. A caucus will try to ensure maximum impact for their votes by, for example, concentrating on a favoured candidate for the Executive Board. Other matters of particular interest to participants from that country or language group will also be discussed.

Are there social events for people from my country?

One good way to find out is to attend *"your"* caucus meeting and ask. There is a tradition, for some countries, of the ambassador (or other representative) holding a reception for the delegates from that country. The evening of Tuesday, 15th August is set aside for these receptions. Another way to find out is to look on the message board.

I understand IFLA Express is published daily. Where can I get copies?

This is the first issue of IFLA Express of 2000, another will be published in June. During the conference it is published daily. It gives information about changes to the programme such as extra exhibitors, room changes, additional speakers, and cancellations. It also has reminders about the locations of social events, transport arrangements and so on. It's an essential read. English language editions are usually available each morning from Monday until Friday. Copies will be placed at many different points in conference centre. French and Spanish language editions will also be available throughout the centre a little later to allow for translation. If you have information to submit, simply take it to the IFLA secretariat.

Can I send mail home?

Yes, a post office is available in the conference centre. Many participants mail conference materials home instead of carrying them.

Can I vote during the Council meeting?

There may be voting on Council agenda items and on resolutions which arise from the conference itself. Details will be published later in the year. Each Association Member (usually a library association in a particular country) and each Institutional Member (usually a library) has a designated voting representative. Personal Affiliates do not have a vote. So, unless you are the designated voting representative of an Association Member or of an Institutional Member, you do not have a vote.

How can I get the best out of the conference and justify my presence?

Plan carefully the sessions you want to attend. Be prepared to contribute to sessions during the question and answer periods. Use the social events to meet people and exchange experiences. Exchange business cards (or simply addresses) with people you meet. Make notes during meetings, tours of the exhibits and library visits of good ideas and innovations that you would like to follow up when you get back home. Write a brief report on the conference for your colleagues, including things you have learned or new ideas you would like to put into practice. Plan how you could make even better use of your attendance at next year's conference!

and Finally...

remember that the IFLA conference is a kaleidoscope of activities, events and visits. Concentrate on what works best for you. Find an 'old-hand', perhaps from your own country or library sector to meet up with from time to time to compare notes and exchange tips - or do the same with a first-timer. If this is your first IFLA conference, wear your first-timer sticker. You'll find that other participants will make you feel welcome and answer your questions. Help us to improve the conference for next year by completing and returning the evaluation form.

Above all - enjoy the IFLA experience!

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www.ifla.org

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August 2000

IFLA 2000 Secretariat

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IFLA Website

Use IFLANET for Up-to-Date Information For additional advance information about the conference programme and schedules, meetings added, speakers added, and special events scheduled, please remember to check IFLANET at www.ifla.org .

Exhibition

An international trade exhibition will be held in conjunction with the conference. For further information and to reserve exhibition space contact:

Rose International
PO Box 93260,
NL 2509 AG The Hague
The Netherlands
Tel: 31 70 383 8901
Fax: 31 70 381 8936
E-mail: rose@rose-international.com

Welcome Address

"The people of the book invite the keepers of the book."

On behalf of the Israeli National Organising Committee and the Israeli library community, we warmly invite all IFLA members to Jerusalem for the 66th Conference in the year 2000.

The IFLA Conference is the most important professional international event within the library and information community. It brings together delegates, experts and suppliers from all over the world, to meet, exchange ideas, share experiences, introduce new technologies and to influence the development of libraries and information centres, both nationally and globally. The Israeli National Organising Committee has chosen the theme:

"Information for Co-operation: Creating the Global Library of the Future"

for the 66th IFLA Conference in Jerusalem. The key word of the theme is co-operation, towards which we shall all be aiming. It is to these goals - international, multilingual, multicultural co-operation throughout the library and information community - that the 66th IFLA Conference in Jerusalem commits itself and invites all of its colleagues throughout the world to participate, contribute and celebrate in Jerusalem in the year 2000.

Jerusalem, the venue of the conference, is best characterised by its name - ??????? - in Hebrew, which means *"city of peace"*. The city has a history of over 4000 years and is holy to the three monotheistic religions - Judaism, Christianity and Islam. It is famous for its beauty and unique atmosphere - a blend of ancient and modern. Jerusalem is the most suitable setting for the 66th IFLA Conference, especially in the year 2000, the start of a new millennium and a new beginning.

The Israeli library community is waiting to welcome you all warmly in Jerusalem.
Sincerely,
Sara Japhet
President

Bluma Peritz
Vice-President
IFLA 2000

Conference Theme

"Information for Cooperation: Creating the Global Library of the Future"

The enormous potential for international co-operation in the exchange and utilisation of information which today's technology offers, and tomorrow's technology promises, presents a unique opportunity to library and information professionals. The growing demand for bibliographic exchange, multicultural Internet resources, research unhampered by geographic or linguistic limitations, and cross-cultural networking, both in the sense of online technology and offline partnerships, is a challenge to libraries which should be welcomed and which must be addressed.

The Global Information Infrastructure which is developing and which will surely be in place early in the 21st century, will require information professionals with a sense of obligation, both to their national needs and to the larger goals of the international community, to digitise, navigate, distribute and preserve all the world's knowledge for all the world's people.

Information from the IFLA Secretariat

Welcome Desk at Airport

There will be a Welcome Desk at Ben Gurion International Airport on the following dates: 10 - 13 August. A Welcome Desk will be situated in the Arrival Hall. They will be pleased to assist you.

Transportation to Jerusalem

Ben Gurion International Airport is situated 40 kilometres from Jerusalem. The following means of transportation are available:

"Sherut" - a shared taxi: Provided by the Nesher Company. This service is available from the airport at all hours and will bring you to your destination in Jerusalem. Price: approximately $12 per person. Private taxis: Price: approximately $40 per taxi (max. 4 persons). Bus service is available to Jerusalem most of the day.

Registration Desk

The Registration Desk will be situated in the Dulzin Hall of the International Conference Centre. (Binyanei Ha'Ooma, Jerusalem 91060, Israel). The most convenient entrance to this area is by way of the Ramp. (Signs will show you the way.)

OPENING HOURS:
FRIDAY, 11 AUGUST: 07:30 - 16:00
SATURDAY, 12 AUGUST: NOT OPEN (DUE TO THE SABBATH)
SUNDAY, 13 AUGUST - FRIDAY, 18 AUGUST - FROM 07:30 EACH DAY UNTIL THE END OF CONFERENCE SESSIONS.

Registration Fees

Registration fees: $425
Daily Registration: $125 (these fees include entrance to conference sessions only).

Balance Due on Accommodation/Tours - Ordered Through the Secretariat

The balance due on hotel and tour reservations made through the Conference Secretariat is payable upon arrival at the Registration Desk of the Conference. It is customary for the hotels to ask for an imprint of your credit card when you arrive at the hotel. This does not mean that you are paying the hotel directly, it is just for extras. (See *"List of Hotels"* on Page 11 for addresses, phone and fax numbers of hotels.)

Social Events

All registered participants and accompanying persons are invited to the following:
Monday, 14 August: Reception and Folklore Entertainment (at the Hebrew University of Jerusalem)
Wednesday, 16 August: Reception and Tour of the Israel Museum
Invitations will be included in your personal envelope - to be received upon Registration

Walking Tour of the Old City of Jerusalem

Participants and Accompanying Persons are invited to a half-day walking tour of

the Old City of Jerusalem. The tour will be offered on Monday, Tuesday, and Wednesday at 08:00 - 12:30 hrs.
Meeting point: The Jaffa Gate at 08:00hrs.
The tour will include the Armenian Quarter, the Jewish Quarter, the Cardo (main shopping street of Jerusalem in Roman times), the Western Wall, the Temple Mount, the Christian Quarter (Via Dolorosa, Church of the Holy Sepulchre).

You will be given your tickets for this event at the Registration Desk. (You will be asked to sign up for a specific tour on a specific day.)

Library Visits

Participants will be offered the opportunity to visit the libraries of Israel. Visits will be organised by category and both full day and half day visits will be provided. Wherever possible sightseeing will also be included. Visits by Category:

Visit I: National and Government Libraries
Visit II: Judaica Libraries
Visit III: Libraries of Religious Institutions (Christian, Moslem, Mormon, Armenian)
Visit IV: Academic Libraries (Central Libraries, Humanities & Social Science, Science, Technology & Engineering, Medical, Law)
Visit V: Public Libraries
Visit VI: School Libraries

You will receive a ticket for a library visit in your personal envelope (we will make every effort to give you your first or second choice).

Distribution of Conference Papers

Delegates are reminded that all conference papers have been posted to IFLANET at www.ifla.org and are in their conference bags on a CD-ROM provided by SilverPlatter Information, Ltd., an IFLA Gold Corporate Sponsor.

Instead of receiving all booklets in their conference bags, delegates will receive Booklet 0, containing the Presidential Address, Plenary Address; and papers given at the Guest Lecture series. Since many delegates do not need all papers, Booklets 1-8 will be provided upon request at the paper-handling centre.

Please use your coupons/vouchers (10 are provided in the conference bags) or cash to obtain workshop papers, translated papers, late arriving papers and extra copies of papers from the paper-handling centre.

General Information

Currency: The currency of Israel is the New Israeli Shekel (NIS). Major currencies can be freely exchanged at all banks, hotels, airports and at special change points in the cities. Credit cards are accepted in most stores.
Electricity: The electric current in Israel is 220 volts AC, single phase, 50 cycles.
Insurance: It is recommended that you obtain comprehensive travel and health insurance.
WEATHER / CLOTHING: Temperatures in August generally range between 20o -30o Centigrade (68o-90o Fahrenheit) throughout the country. Jerusalem is in the hills and enjoys dry weather, very low humidity, and brilliantly clear

skies. It does not rain in Israel during the summer months. Jerusalem evenings are generally mild, allowing for comfortable outdoor activities. Informal clothing for all occasions.

IFLA Headquarters Booth

IFLA staff and IFLA Officers will be available to provide a wide range of information, including documentation on IFLA membership, the objectives and activities of IFLA's professional programme, recent IFLA publications and Professional Reports and much more. The schedule of when officers will be present at the booth will be published in IFLA Express throughout the conference week. IFLA's President, Christine Deschamps, and the Secretary General, Ross Shimmon will also take turns staffing the booth and are ready and willing to answer questions.

IFLA Headquarters will be offering merchandise for sale at the exhibition booth. Check out new items this year including the official IFLA *"World Tour"* T-shirts, and business card holders (to keep track of all those contacts you will make!). Treat yourself and have a reminder of your IFLA Conference experience.

Be sure to visit the booth and drop your business card in the box. At the end of the conference there will be a prize draw and the winner will receive free registration for the 2001 Boston Conference.

IFLA Voting Office

Voting delegates can obtain the voting papers at the IFLA Voting Office located near the registration area. The office will open on Friday, 11 August at 14:00-18:00; Saturday, 12 August, 09:00-18:00; and Sunday, 13 August, 09:00-15:00. Delegates are kindly requested to present themselves at their earliest convenience at the IFLA Voting Office. Voting papers will only be handed out to delegates who are in possession of the Voting Card 2000, duly signed by the appropriate authority. This Card was mailed to all Members which paid the contribution for 2000. Members which paid for 2000 but not for 1999 are not entitled to vote unless they are new Members which joined IFLA for the first time in 2000. Any Member which failed to receive the Voting Card 1000 after payment of dues is requested to inform the IFLA Secretariat.

Proxy Votes

The current postal ballot on the proposed changes to the Statutes of IFLA will result in an expression of Members' views on the proposals. The closing date is 1st August 2000. Please make sure that you vote! The result will be announced during Council I on Sunday 13th August.
But, in order to approve the changes, we will also have to comply with the provision in the existing Statutes (Article 27.3) and with Dutch law.
This means that, if the postal ballot result shows a majority in favour of the changes, the proposals still need to be presented to the meeting of Council to be held on Sunday 13th August in Jerusalem, in order to obtain formal approval. At that meeting, a two-thirds majority of the total voting Members in favour of the proposals is required. (Just to make that clear: a two thirds majority of the total voting membership is required, not just a two-thirds majority of those present.)
We currently have 1244 voting Members in good standing. Therefore, at least 830 voting in favour of the proposals will be needed during the Council meeting

on Sunday 13th August, in order to secure approval.

Last year, only 208 voting members picked up their credentials at the voting office.

It is vital, therefore, that:
All voting Members (Association Members and Institutional Members) who will be represented at the Council meeting in Jerusalem in August, ensure that their voting representative has the Voting Card. This card has been distributed, with the Convening Notice, to all voting Members who have paid their membership fees for 2000.

If you have not yet paid your Membership Fees, please do so immediately, otherwise you will not be able to vote at all.
Voting representatives collect their ballot papers and credentials from the Voting Office at the Jerusalem Conference, which will be located in the registration area of the conference centre. They need to present the Voting Card at the Voting Office. The Voting Office will be open as follows:

Friday, 11 August: 14:00 - 18:00
Saturday, 12 August: 09:00 - 18.00
Sunday, 13 August: 09:00 - 15:0

All voting Members (Association Members and Institutional Members) who have paid their membership fees for 2000, but will not be represented at the Council meeting in Jerusalem in August, arrange for their votes to be cast by Proxy, as provided for in Article 11.5.

In order to exercise your vote by proxy you need to:

Obtain the agreement of another Member, in the same category as you, to act as your proxy. So, an Association Member has to find another Association Member and an Institutional Member has to find another Institutional Member. Members holding a proxy vote do not have to be in the same country as the Member whose vote they are holding. But, in accordance with Article 11.5, a Member may hold no more than one proxy.

Having secured agreement, send your Voting Card, duly signed, to the Member who is going to exercise your proxy vote. Indicate your preferences on the motions to be voted upon to the Member exercising your vote. The Member exercising your vote will have to present your Voting Card to the Voting Office to obtain the ballot papers and credentials.

Special Council Meeting

If the postal ballot shows a majority in favour of the proposals, but a two-thirds majority of the total voting Membership is not achieved at the Council meeting, the Executive Board has indicated that a new Council meeting will be held on Friday 18th August, immediately after the closing of the Conference. This meeting will be held under the provisions of Article 27.4 of the existing Statutes. Under this provision, a two-thirds majority of the voting Members present or represented by proxy and voting is required. A quorum is not required for this meeting. It is important, therefore, that all representatives of voting Members and all holders of proxy votes plan to be present for the final session on the afternoon of Friday 18th August.

Ross Shimmon

Secretary General

Workshops

The full list of workshops scheduled appeared in IFLA Express No. 1. Workshops which are off-site and require pre-registration are listed below. Workshop papers which have been posted to IFLANET, will appear on the CD-ROM sponsored by SilverPlatter Ltd., and will be available from the paper-handling centre at the Jerusalem International Convention Centre in exchange for cash or vouchers.

Tuesday, 15 August, 08:30-17:00: Art Libraries: Workshop will be held in the Israel Museum. Theme: *"Art Reference in the Digital Age"*. Please contact Jeannette Dixon at hirsch@mfah.org to register.

Thursday, 17 August, 08:30-12:30. Government Information and Official Publications: Workshop will be held at Hebrew University. Theme: *"Government Information on the Web"*. Please register with Jerry Mansfield at jmansfi1@E-mail.usps.gov.

Thursday, 17 August, 08:30-12:30. User Education Workshop will be held at Hebrew University, Mount Scopus. Theme: *"Training the Information User for the Global Library of the Future"* . Please register with Doriana Loof dlf@sppb.se.

Thursday, 17 August, 08:30-17:00. Science and Technology Libraries Study Tour to Haifa. Please contact Rivkah Frank at rivkahf@netvision.net.il.

Thursday, 17 August, 08:30-17:00. Preservation and Conservation joint with Rare Books and Manuscripts Workshop will be held at the National and University Library. Theme: *"Preservation of Parchment and Medieval Manuscripts"*. Please register with the Department of Conservation and Restoration at shinshin@vms.huji.il.

Thursday, 17 August, 9:30-16:30. Section on Education and Training Workshop will be held at The School of Library, Archive and Information Studies, Givat Ram Campus, Hebrew University. Theme: *"Teaching Students with Diverse Multilingual/Multicultural Backgrounds"*. Please contact Susan Lazinger at susan@vms.huji.ac.il ,

Thursday, 17 August, 13:00-17:00. Social Sciences Libraries Workshop will be held at Hebrew University. Theme: *"The Evaluation of Social Science Gateways to the WWW"*. Please contact Jakob Andersen at jak@dpb.dlh.dk.

Thursday, 17 August, 13:00-17:00. Libraries Serving Multicultural Populations Workshop will be held off-site in various locations. Please register with Jane Dreisig at jdr65@helsbib.dk.

It's My First Time at the IFLA Conference: How Do I Make the Most of it?

IFLA will hold two meetings to welcome Newcomers to the IFLA Conference - the *"Introduction to IFLA for Newcomers"*. The sessions will feature a variety of contributions from IFLA Officers and a visual presentation. Simultaneous Interpretation in all IFLA working languages will be provided and there will be ample opportunity for questions and answers. While the sessions are designed

for first-time attendees and new IFLA Members, every participant who is curious to learn more about the organisation of IFLA's international network of information professionals is welcome to participate.

The sessions will be held on Sunday 13 August 09.00-10.20 and on Monday 14 August 09.00-10.20. Sessions will take place in the Usshiskin Hall. Coffee and pastries will be served. Be sure to come by to pick up your Newcomers-package and the special First Timer badge!

Satellite Meetings August 2000

Marketing Libraries with a Focus on Academic and Large Libraries
8-11 August, 2000. Haifa, Israel. Section on Management & Marketing

Marketing and communications have been said to be the spearhead of the profession of librarianship in its effort to become more visible. For several years the IFLA Section of Management and Marketing (http://www.ifla.org/VII/s34/somm.htm) has been trying to help librarians around the world to get a better knowledge of marketing as well as a more effective use of its various techniques.

Again in 2000, the Section is offering a pre-conference satellite workshop on marketing devoted mainly to the communications aspects and especially focused on applications to academic, national and large libraries. The workshop will be held in beautiful Haifa (Video available at http://www.haifa.gov.il/tourism/VideoEng.html) in the north of Israel, and the University of Haifa will host the workshop. Instruction will be given mainly in English but we are now trying to find resources in order to offer simultaneous translation into French.

For this unique professional development opportunity, an experienced and well known team of instructors has been recruited: Christie Chintz from South Florida University, Marilee de Miribel from University de Paris 10 (Mediadix), Rejean Savard from Universite de Montreal, Christina Tovot? from the University of Malmo, Sheila Webber from the University of Strathclyde, and Tom Wilding from the University of Texas at Arlington. Moreover, special guests will come from different libraries in different countries to bring to the participants interesting marketing and communications experiences that will be discussed as case studies.

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The 16th Annual International Conference of Parliamentary Libraries

9 August 2000, Athens Greece. Section on Library and Research Services for Parliaments and sponsored by the Hellenic Parliament.

For more information contact:

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Managing the Preservation of Newspapers

Paris, Symposium at Bibliotheque nationale de France, 21 - 24 August, 2000

Preliminary Programme An international conference organised by Offal's Core Programme on Preservation and Conservation, Section on Preservation and Conservation, Section on Serial Publications, Round Table on Newspapers with the support and Cupertino of the Bibliotheque nationale de France (BnF) and Ville de Paris.

Eleven years after the First International Symposium on the Preservation of Serial Literature organised at the Library of Congress, IFLA wishes to assess the changed that have occurred since1989. Sessions will concentrate mainly on preservation policies, reformatting, financial issues, electronic items and shared preservation. The last day will offer participants the opportunity to visit various preservation sites of the BnF. Working languages will be French and English

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Conference Proceedings

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Multilingual and Multiscript Subject Access: the Case of Israel

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Abstract

Israel is an extreme case of a multilanguage and multiscript environment. Several different library approaches have evolved to enable subject access to materials in different languages and scripts. The use of subject headings and word searching, primarily in English, seems to be the prevalent trend in academic libraries while public libraries are just beginning to evolve from classified catalogues to Hebrew language subject headings.

Paper

The State of Israel has two official languages: Hebrew and Arabic, with English a common but unofficial third language. Highway signs, corporate logos, etc. usually appear in two or even all three of these languages which not only use different scripts, but have different directionality, Hebrew and Arabic being written from right to left. Romanization practices are many, both official and unofficial, and the lack of vowel points in most Hebrew and Arabic texts further complicates the possibility of bringing data to a common script-representation. This has naturally lead to retaining these scripts in bibliographic applications as well.

Aside from the question of "official" vs. "unofficial" languages and scripts,

Israel is unique in that Hebrew, its primary official language, was reborn as a spoken language only in the last century, being used for some 2000 years previously only as a language of writing and prayer. Indeed the rebirth of Hebrew as a spoken, modern language was accompanied by a great deal of resistance and required the creation of a much new terminology to accommodate the needs of a modern society. The Academy of the Hebrew Language still "invents" new Hebrew terms as needed and fights (with limited success) against the pervasive influence of English in everyday Hebrew.

Furthermore, as a country which actively encourages Jewish immigration from all countries of the world, the mother tongue of many Israelis is none of the official or semi-official languages. Indeed there is a saying that many Israeli mothers learned the mother tongue only from their children.

Such a "Babel" of languages and scripts has left its mark throughout Israeli bibliographic practice.

Israeli descriptive cataloging practice, both manual and automated, has been to maintain separate catalogs for each script: Hebrew, Arabic and Latin. Many Israeli libraries also maintain a fourth catalog for entries in the Cyrillic alphabet; while Cyrillic is more easily romanized than Hebrew or Arabic, Russian is the mother tongue of a large segment of the Israeli public (particularly in recent years) which has justified maintaining this additional script.

Subject access in such a multilingual environment is, however, much more problematic and the approaches taken much more varied.

The early Israeli library tradition was established at the Jewish National and University Library (JNUL). This library, founded in 1892, was for many years the largest and most important library in the country and for many years the site of the only school of librarianship. Its professional practices, particularly as developed during the 1920s and 1930s usually became de facto standards for all the other libraries in Israel. Only in the last thirty years, with the development of other Israeli universities and the opening of additional schools of librarianship, has its role shifted from standards-setter to that of first among equals, allowing additional approaches to appear as well. This is particularly true of subject access.

The early Israeli library subject approach, established at the JNUL, was to use the classified catalog (DDC with special expansion for Judaica and Islamica). Preferring an artificial language of numbers to natural language terminology was an ideal solution for a multilingual society, particularly at a time when the Hebrew language was inadequate to handle scientific terminology and the English language was not as common as it is today (had natural language terminology been used at that time there is a good chance it would have been German rather than English as a large segment of the academic community was educated in Germany). The tradition of using the classified catalog (usually without an index) is still firmly ingrained in Israel today and found not only in academic and scientific libraries but in most public libraries as well.

The first major Israeli library to turn against this tradition was the University of Haifa Library. As a new, swiftly growing library, it was the first major Israeli library to adopt the Library of Congress (LC) classification , a system ideally suited to a large open-shelf collection, but poorly suited for use in a classified catalog. After considering the possibility of creating Hebrew subject headings, the University of Haifa decided to use the existing Library of Congress subject headings as well. The rationale for this decision was primarily a pragmatic one:

having to translate English subject headings into Hebrew, particularly for non-Judaic academic literature, and maintain a Hebrew language thesaurus, would require a great deal of professional intervention and effectively negate the advantages of using LC copy cataloging and classification. The University of Haifa also felt that in a university community in which everyone supposedly had a good reading knowledge of English, using English subject terminology would not be too great a handicap. This approach was subsequently followed by several other Israeli university libraries, including several libraries of the Hebrew University itself, the home institution of the JNUL.

Subsequently the University of Haifa itself did create a thesaurus of Hebrew indexing terms to support its Index to Hebrew Periodicals project (1977 to date). This thesaurus currently contains several tens of thousands of Hebrew indexing terms with necessary cross references. Having been developed for Hebrew article indexing, however, it does not contain much of the terminology necessary in an academic library with a large percentage of non-Hebrew material. This thesaurus has also served as the basis for a list of Hebrew subject headings for public libraries which has recently appeared and is being used by the Israel Center for Libraries, the cataloging agency for most public libraries. A more limited Hebrew thesaurus was also created by the Henrietta Szold Institute for use in its bibliographic project Current Research in Behavioral Sciences.

An alternate approach has been taken by the library of Bar-Ilan University. While recognizing that the existing Hebrew terminology infrastructure is insufficient for many Latin character publications, Bar-Ilan has created a list of Hebrew subject headings for use with Hebrew language publications. As a large percentage of Hebrew publications are on Judaic and Israeli topics, the use of Hebrew terminology for these subjects is much simpler, and other headings needed are translated from the Library of Congress terms. The disadvantage of this approach is that it causes a split subject file and in order to locate materials on a given subject in both Hebrew and Latin scripts it is necessary to search both subject catalogs, using different terms in each.

In recent years several of the university libraries which maintain classified catalogs have tried to enrich subject access by adding textual retrieval elements. Thus, the Technion - Israel Institute of Technology, while retaining its UDC classified catalog, has enhanced it with English language cross references which serve as an additional subject access (searchable both as headings and by word). The Jewish National and University Library has also enhanced its classified catalog by appending English language terminology to the DDC-based numbers themselves, creating headings such as:

> 372.114.4 Elementary school teachers - Evaluation.
> 296.54 Halakha and poseqim after Moses ben Maimon and before Joseph Caro

The text appended to the classification numbers is the explanation of the number, often including scope notes, and can be retrieved via word searching only. The use of English terminology in these headings is primarily to avoid the technical problems of bidirectional text.

In the early 1970s there was some thought of creating a uniform set of Hebrew subject headings for all fields based on LCSH. The necessary funding for this project was not available and it was shelved.

It would appear that with the exception of Bar-Ilan University's split-file approach, the Israeli university libraries feel reasonably comfortable with using

English terminology for their subject retrieval (either via LCSH headings or enhancements to the classified catalog). The Israeli public libraries, on the other hand, do not feel that they can expect English literacy from all their readers. While dissatisfied with the classified catalog, they have only recently been able to receive copy-cataloging with Hebrew subject headings and its usage is yet to be evaluated.

The word-indexing capabilities of modern OPAC systems create a new challenge to multilingual and multiscript databases. Despite the lack of Hebrew or Arabic subject headings in most OPACs, it is possible to retrieve some relevant material by entering words which may appear in the title, subtitle or other indexed data fields. While providing limited recall and often low relevance, the immediacy of such searching, and the familiarity with its approach as found in Internet search engines may lead to increased reliance upon it as an alternative to conventional subject access. While this is a problem in all OPAC systems, it would appear to be a particularly complex one in a multiscript environment.

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IFLANET Search Contacts
Annual Conference

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66th IFLA Council and General Conference

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Professional Group: Acquisition and Collection Development: Workshop
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The impact of digital resources on organization and management of collection development and acquisitions

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Paper

INTRODUCTION

It is a pleasure to be here this afternoon to discuss with you organization and management issues related to selection and acquisitions in the digital age. To put my remarks in context, I want to talk briefly about my library. It is a research institution of more than 5 million volumes located in close proximity to two other large research libraries, those at Duke University and North Carolina State University. There is a history of cooperation among the libraries dating more than 70 years that includes building collections cooperatively, reciprocal borrowing privileges, and joint development of automated systems. Over the past five years, the University of North Carolina has moved from spending very few dollars on electronic information to spending more than 1.5 million dollars of an approximately 9.5 million dollar materials budget to acquire electronic information. We have licensed electronic information jointly with the neighboring research libraries, with other libraries in our 16 campus university system, with libraries throughout the State of North Carolina, and with libraries in the Southeastern United States to reduce the cost of electronic information acquisition.

Selection

I want to focus first on selection and discuss briefly some of the principles of

selection I believe are critical to maintain in the new environment and also to discuss the skills of the selector in this environment.

Selection Principles

The overall goal of the Library in the electronic age should still be to maintain our collection development principles, including:

1. a balance of subject areas that reflect academic or community needs for information
2. building collections with breadth and depth
3. because no library can serve all the needs of all users, building collections cooperatively to preserve the record of human culture and achievement
4. serving as a "gateway" and "quality control" agent for both print and electronic information
5. eliminate selector cultural and/or political bias in building collections. Selection does not mean censorship. Finally, while not traditionally the province of the selector, I believe more than ever that all librarians have an obligation to work together to:
6. organize digital information to enable our users to access that information quickly and easily. In addition to maintaining these principles in the electronic environments, selectors must also become more knowledgeable about technical, legal, and acquisitions issues. Selectors must become more flexible and able to make decisions quickly and to alter those decisions just as quickly because of the extraordinary rapid change that is the only constant of the electronic information environment.

My friend and colleague, Deborah Jakubs from Duke University wrote in an article recently, "In recent years, many libraries have hired 'electronic access librarians'. This reflects an assumption that the format takes precedence over the content of a database or any Internet resource. This is consistent with the observation in a paper by Brannin, Thorin, and Groen, that collection development librarians have often ceded responsibility for selecting electronic resources to systems, administrative, or reference staff." Deborah goes on to say "I believe that all librarians who are responsible for selecting material should cover all formats consulting as necessary with reference and systems regarding ease of use, compatibility issues, etc. They should be conversant with the features of any database of interest to their users and able to interpret and publicize those sources. They are also responsible for creating access through the Web to other resources that may be remote but also relevant. Therefore, all collection development librarians, who assist users in discovering the potential of the resources available to them, should also be 'electronic access librarians'. It is critical part of their jobs."

Although in my own library we have established an electronic access librarian, I agree wholeheartedly with Deborah's comments. The real organizational issue we face in our libraries is one of increasing communication because of the many hands that must handle a part of the electronic acquisitions process. The role of the "electronic access librarian" is to communicate with all the players. That is the reason we have established such a position.

The role of the selector remains fundamental, however, in assuring that the content of the database is appropriate, necessary, worth the cost, and supports the teaching and research needs or the community needs of the library. As I will discuss later, the Acquisitions Department must acquire the legal and negotiating skills to license the materials. The Systems Department must make the material available and must understand the technology in order to do that. But, selectors must also understand the technology issues and the legal issues as well as apply their content expertise to the

selection of the product. It is very difficult to separate all of those functions and, thus, the selector more than in the print environment must also understand and be knowledgeable about the roles of the acquisitions librarian and the technical specialist. Indeed, because electronic databases are increasingly multi-disciplinary, even the selection decision itself cannot always reside in one bibliographer or one selector. The content expertise of multiple selectors must be brought to bear in making a decision about licensing an aggregated database such as EBSCO Host or the Gale Company's One File which cover almost all disciplines although certainly not all disciplines at the same level. This need for a multi-disciplinary approach is compounded when consortial deals with relatively low prices drive selection decisions and require rapid responses, superceding a normal deliberative selection process.

The point of course is that selection of electronic materials requires far more interaction between and among acquisitions, collection development and other selectors, systems staff, and reference services in a library than was the case in the print environment. It requires the establishment of teams of selectors to analyze the content of interdisciplinary databases. It requires selectors to become far more knowledgeable about the business, licensing, and technical issues. It requires the Library to establish mechanisms for handling a particular decision outside of the routine process when time becomes a critical factor in making that decision. Library selection and business operations must become much more flexible if they are to succeed in licensing electronic material at a good price and on a timely basis. In the print environment, the selector could be relatively independent. His or her main contacts were often with faculty rather than other librarians. That is no longer possible.

As a way to talk about the use of teams and many of the acquisitions and new business models facing libraries, I would like to give a brief history of the acquisition and selection of electronic resources in the UNC Library. The acquisition of electronic materials in the UNC Library was really very much a bootstrap effort as was the case in most US libraries over the past decade. About ten years ago, the UNC libraries began to offer networked compact disk products and end user searching stations in its library. This was in addition to the online catalog terminals that had been in place since the mid 1980's. These efforts were begun in mine and in many US libraries in the Reference Department since many of the resources acquired and made available were indexes and abstracts. There was little initial involvement either from collection development or from the Acquisitions Department. I think in an effort to acquire and make available electronic products quickly and to be on the leading age, many of the legal and purchasing issues were simply ignored. In addition, of course, in those days the products cost relatively little money and accounted for a tiny percentage of the library materials budget. As it became clear that information would increasingly be available in electronic form, the Library began to establish teams and committees to involve more people from across the Library in the selection process. These teams included representatives from Administration, Reference, Systems, and eventually from Aquisitions and the Collection Development Department. The creation of these committees or teams was really an effort to bring together the diverse skills needed to acquire and to make available electronic material because no one individual selector had the technical background coupled with the acquisitions experience and the knowledge of the needs of the user community to make the decisions about the purchase of electronic information.

In addition to and almost in contradiction to the trend toward team based decision in our and other libraries, administrators have become more involved in deciding to purchase an expensive database than they were in deciding to subscribe to a particular journal title. Sometimes those administrators overrule the selection team, and in some cases, the decisions are even made outside the library by University system-wide

administrators and committees or by state officials who are licensing databases for the entire state. There are many reasons for this including the need to reallocate resources, the high profile on and off campus for these materials, the need to purchase collectively to reduce cost, and the need to join cooperative purchases for political reasons.

Buying consortia are having a major impact on collection development and selector roles in libraries. Consortial buying activities are in many ways leveling the information playing fields, if you will. For example, last year a leading scientific publisher negotiated an agreement with a regional US information network to license to network members that publisher's electronic journal package. Any member library could acquire the electronic access to all the publisher's titles based on that library's current subscription costs. This meant that one of our sister institutions, the University of North Carolina at Greensboro, a much smaller liberal arts institution, was able to license electronic access to all of those titles even though it only subscribed to a very few of those titles in print. This greatly expanded the amount of information available to its users. Many small libraries are able to use these consortia to greatly expand at very little cost access to the publications of the large Scientific/Technical/Medical publishers.

Thus, at least in terms of the journal literature, electronic access and the growing trend towards consortia packaging and pricing of those offerings has greatly expanded the amount of information per unit cost available in smaller and less well funded institutions. These arrangements have not, of course, reduced the cost of purchasing that information in the largest research institutions that traditionally subscribe to most of the journals of the major STM publishers. Indeed in general electronic information costs more for the large research library which is also being asked in licenses to agree to multi-year no cancellation clauses for print subscriptions which I will discuss further in a few minutes.

Another issue which impacts selection and collection building is the fact that for much of the electronic material we are acquiring, we license for a limited time period rather than own the electronic material. Thus, at the end of the license period, if we cancel the subscription to a journal, we may lose access to that content. Further the content of much of the licensed material changes over time and requires periodic review of content. One question that must be addressed by librarians is who will perform this continuous review process. Certainly in the traditional library, selectors may have reviewed periodical titles occasionally to determine if the quality of the periodical continued to warrant a subscription. In the current environment full-text databases, however, are often multi-disciplinary and change their content weekly, even daily, expanding the need for constant review by selectors. There is an enormous duplication among databases. This duplication and the sheer vast amount of information now available electronically is confusing to both librarians and patrons. As the overlap among various aggregated databases grows, and these databases become more expensive, this problem will continue to increase. We must ask how many times do we want to pay for the same full-text electronic periodical, especially given that in the print environment, many university and college libraries have had policies to not duplicate copies of books and/or journal subscriptions. All of this threatens the quality of our collections in terms of comprehensive coverage. Selectors must consider carefully the impact of all these issues on the total amount of information available through our collections.

Reference librarians and selectors must also look very carefully at how any database selected fits into the total array of information offerings. It is increasingly difficult for users, at least as most libraries now present databases, to find information. Libraries as they develop the library as a virtual place must design better discipline based offerings of electronic information to help users customize information as they enter

library website. Such discipline-based access is both a selector responsibility and a responsibility of the library technical services operation, especially cataloging. The traditional library skills of selection and access must be applied to the Web in a way that sorts through the myriad of information offerings and enables and directs students to the most appropriate resource. We are overloading our users who are often only selecting the first two or three offerings they see in a list because they either don't know what is in the list or they simply don't have the time to evaluate the hundreds of electronic resources now being offered. That problem is compounded when those resources often have significant overlap in their content but may have some important unique content that is difficult for a user to discover.

Selectors must increasingly understand more than simply the content of the database. Licensing issues often impact access to and use of a particular database. In our own library, we have asked selectors to obtain the license prior to selecting a product and to review that license carefully. We don't ask them to review it for the legal boilerplate. That is the responsibility of the Acquisitions Department. We do ask selectors to review the license and to consider issues such as access to archived information, definitions of authorized users, and whether the data can be used in programs such as distance education, whether the vendor is willing to provide off-campus or off-site access to the data, whether limitations on simultaneous use will impact use of the data, and to evaluate the content of the data in relation to the cost. One of the real concerns for me personally as we acquire more and more electronic information is that the electronic content is dramatically changing the focus of our collections. As we buy more data in electronic format at greater cost, we may be reducing the breadth of our collections and the total available content to make some information more conveniently available. Many of the major scientific, technical, and medical publishers have developed marketing strategies and plans for their electronic information that both adds a surcharge for access to the electronic content, although admittedly in many cases increasing the amount of content available, and also locks in their revenue streams from their existing print subscriptions. We are therefore paying a surcharge for access to electronic content from those particular publishers while guaranteeing their revenue stream from their existing print subscription base. It is certainly a smart move on the publisher's part. Unfortunately, the money for this will inevitably come from a reduction in the purchase of monographs or from the cancellation of journal subscriptions from small scholarly publishers. Not only are we reducing, therefore, the breadth of our collections but we are also homogenizing the information available to users. Electronic resources provide convenient access, but access to only a tiny fraction of the world's intellectual content.

Selection of free materials on the Web presents a particular problem for the selector in the digital age. It is critical that libraries begin to evaluate the important information available for free on the Web and to take a role in the organization of and access to that information.

ACQUISITIONS

Let me now turn to acquisitions issues in the digital library. The Acquisitions librarian is no longer just the expert in publishers, book jobbers, in identifying that incomplete citation, in finding that obscure publisher to locate a source for a book. Indeed, many of those functions have been out-sourced. The acquisitions librarian and staff must now become an expert in legal conditions and terms of a license and in managing electronic information. Licenses are contracts for services and are legally binding documents. Licensing is one of the most critical issues facing librarians today. They are changing the nature of information access. Many librarians around the world ignore the terms and conditions of licenses. There is an assumption by many that these contracts are essentially risk free and therefore not worth the time that may be required to negotiate licenses that balance the rights of the publisher or

licensor, and the licensee, the library and its users. I would suggest, however, that there are some areas where there is potential for serious conflict between the licensor and the library licensing an information product. Three that come to mind are:

1. Disagreements about authorized users. This is particularly an issue for commercial research databases whose publishers have significant sales outside of the traditional college and university library community. Those publishers are concerned about a loss of revenue from businesses and laboratories that may license their product. In some cases, the revenue from those commercial subscriptions exceeds the university and college revenue. There is certainly a potential for legal conflict if a company believes a library is ignoring authorized user definition and has thereby cost the publisher significant revenue.
2. Third-party rights. Databases licensed by one company often contain material that is copyrighted by others. Depending on the license, a library using data provided by the licensor may well be liable if there is a claim that the licensor did not, in fact, have a right to use that data.
3. Third-party liability. While it seems unlikely, it is conceivable that a user could sue a library or its parent institution because of damages resulting from inaccurate data in a database. Such lawsuits do occur over errors in software software.

In the event that these or other conflicts arise, the terms and conditions of the license, of course, determine who is responsible and how damages may be assessed. Nevertheless, many libraries today are simply ignoring the terms and provisions of licenses and signing them assuming that there is almost no risk in doing so. They are giving away to publishers without argument legal rights that other businesses routinely negotiate and attempt to preserve.

In our own library we carefully review every license and make changes to any terms and conditions we find unacceptable. Our acquisitions specialist in licenses has had to learn to understand contract law as it applies to these licenses. She works closely with the institution's attorneys whenever she does not understand a provision or when a company will not use language we find acceptable. Even so, we and other libraries have far fewer rights to use information we purchase than we did when we acquired print subject only to national copyright laws. We also have far greater liability if one of our users violates the publisher or provider's rights as spelled out in the license. Librarians have not done enough to fight this erosion of access to information through licensing.

There have been a number of discussions about creating generic or standard licenses to reduce the time and effort required to negotiate these terms and conditions. While such standardized language will help, it is unlikely that licenses will become entirely generic because of the state, provincial, and national differences in contract law. As long as such differences remain, librarians must educate themselves about the legal issues found in these contracts.

There are many other issues of licensing such as authorized user definition, walk in use, remote use, and distance education use that must be dealt with in a license. Again, it is the Acquisitions Department in our library and in many libraries that is developing the expertise to handle these contracts.

The Acquisitions Departments in most large libraries are also greatly increasing their record keeping and tracking as they license databases. In fact in our own library and many others, we are developing a database of licensed databases. This database enable us to track renewal dates, notifications dates for terminating contracts, the selector or selectors involved in evaluating the database, types of authorized users, restrictions on access, and the myriad of other specific pieces of information that we

need to know related to that database. That is of course far more complex than the usual print subscription information we have traditionally kept in a check-in file. The consequences of not maintaining such information can be significant, however. Some database licenses, for example require 60, 90 or even 120 days notice prior to the termination of the license or it is automatically renewed and all renewal fees are due and payable. A library may decide that it either lacks the money or that a database is no longer important. If it is past the notification date in the license, however, it may still be legally liable for the payment of the database fees for another year.

There are also many processing problems encountered by libraries in making databases available. Often access to databases begins the day on or the day after a license is signed. It may take weeks or months for the library to provide access to that database. Html encoding and cataloging cannot be done overnight. Information regarding authorized users, remote access, and a myriad of other information must be passed to several different staff. In our own library, we have tried to streamline these processes by centering them in one or two people in our Acquisitions Department who are responsible for notifying all others in the Library of the information needed to make a product accessible. They stand at the center of the communication web.

This solution focuses communication about such issues in Acquisitions and the electronic services librarian with clear communication lines to other people in the organization. This ensures that all the staff involved in selecting and making information available receive on a timely basis the information they need to do their jobs, in turn ensuring that the library and its users do not lose access to important and expensive material because there is a delay between the signing of a license and the actual availability of the data.

An additional problem did not exist in the print environment is the multiple contacts from and to vendors. Many vendors will contact selectors in the Reference Department, selectors in departmental or specialized libraries, acquisitions staff and administrators to try to sell their products. This spring in my own library, for example, netLibrary made contact with six or seven people in the Library to sell its new electronic monographs. In addition, netLibrary was negotiating with our statewide consortia. netLibrary was also contacting our local consortia and was in discussions with Southeastern Library Network for a Southeastern U.S. offering of netLibrary materials. These multiple contacts are confusing at best and in our own organization, we have attempted where possible to encourage vendors to contact one person designated as the vendor contact for that product or publisher. Otherwise, the process of negotiating the license becomes confusing. Indeed, both library staff and the vendor representatives can become misinformed and confused.

Acquisitions librarians are also the institution's negotiators for licensing electronic products. Negotiation is its own skill. Acquisitions librarians must acquire negotiation skills if they are to be successful today. Almost all licenses and prices for electronic products can be negotiated.

Although I will not take the time to go through these, on this slide are some basic negotiation skills taken from several sources:

Some Negotiation Rules

1. Honesty and mutual respect are essential. vHonesty does not mean providing all information up front. It does mean not giving false or misleading information.
2. Rights of both sides should be in balance and their legitimate interests met.
3. Both sides should benefit from the agreement.
4. The negotiation process should not end with damaged relationships.
5. When possible bring objective standards to the discussion.

6. Be open to the other side's point of view and listen actively.
7. Listen to alternative proposals. There are many ways of doing something.
8. You represent your institution and users. It is not your job to represent the vendor's interest. His or her profit is his problem - but he must make a profit to stay in business.
9. Everyone should win including and especially the end-user.

As I have already noted, systems staff must become much more involved in the selection and acquisition decision because of the following issues:

1. Is there infrastructure to support access?
2. How does the product affect the networks?
3. Is there equipment to support the product?
4. Are search engines appropriate?
5. Can there be links created to the catalog?

Summary

To summarize, if we are successful at assisting our users by creating discipline-based approaches to electronic information, libraries will not be marganizalized in the coming information century. Selectors must take responsibility to publicize electronic products, to train other librarians and users in the most effective use of the products, to evaluate the products on an ongoing basis, and to determine whether the use of the product content warrants the price that is being paid. The overall goal of the Library should still be to maintain our collection development principles in an electronic environment including a balance of subject areas, the breadth of the collection, and to organize information in such a way that enables our users to access it quickly and easily. That has not changed

In the electronic environment, selectors must become more knowledgeable about technical, legal, and acquisition issues and acquisitions librarians must move toward a greater understanding of legal and business relationships in a licensing versus "purchase to own" environment. Finally, the Library must become more flexible and able to make decisions quickly and to alter those decisions just as quickly because of the extraordinary rapid change of the electronic information licensing environment. Communication that crosses all parts of the management structure is critical.

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The Management of Change in Electronic Libraries

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Abstract

Libraries are in a process of fundamental change brought about by radical changes in technology. This paper charts the changes, which have taken place over the years, and makes some assumptions as to how the future will look. The barriers to increased use of technology are analysed and detailed. Finally the paper looks at what managers need to do to bring about these changes and reviews the relevant key issues.

Paper

Introduction

The notion of digital libraries (or electronic libraries or virtual libraries as they are alternatively known) is in some senses long standing whilst in others is still in its infancy. Various commentators have predicted the arrival of digital libraries for some considerable time, but if we argue that traditional libraries comprise more than just data, if we define them as the sum of not only information sources, but also navigational tools, metadata systems such as catalogues, human support systems and a suitable environment within which information is delivered, then we can say that the digital library is still in its infancy. We are only a short way down the road but with no real idea as to where the road might eventually lead. In this paper I want to look briefly at how we

have reached this point, and at some of the technical issues which are holding us back. More importantly, I also want to look at the medium term management problems relating to the delivery of digital libraries.

Critical to the current generation of information systems has been the steady progress in computerisation of all or most aspects of library functions, beginning in the early 70's with the development of computerised library catalogues, and moving through the development of circulation systems, to the development of the integrated library systems which appeared in many advanced libraries towards the end of the late 70's and early 80's. These integrated systems use a single, software architecture to manage the core processes of libraries including cataloguing, circulation, acquisitions, and financial control and, with varying degrees, other associated but perhaps less critical functions such as inter-library loan systems and management information. One of the biggest strides over this period was the development of the OPAC which revolutionised catalogue searching and first brought about the notion that libraries could be somehow be distributed and that catalogues did not necessarily represent just the stock held within that particular building.

ILS have continued to develop a mixture of highly sophisticated functions but alongside these has been the parallel emergence of other systems concerned with the delivery of information to the users. Critical has been the development of online information systems delivered initially through stand-alone CD-ROM's, then through networked CD-ROM's and now remote servers. More recently many of these have, in turn, been re-emerging as web compliant databases providing even an average library with the opportunity to search enormous collections of data. As consequence, the ILS has become somewhat less central, particularly if it has been unable to embrace these newer developments.

Perhaps the most recent and significant challenge to the supremacy of the ILS has been the development of the web and web-based resources and access tools. Libraries have had to encompass these emerging services and sometimes embrace them within a traditional library framework. This need - to be able to deal with conventional books and journals on one hand and electronic resources on the other - has given rise to what has become known as the hybrid library[1], the notion being that it must at one and the same time deal with both the plurality of e-resources, often with different interfaces and search engines, with true internet resources through gateway services i.e. portals, and yet in parallel deal with traditional library books and their circulation. The scale of this challenge is extraordinary. Developed libraries can quote a whole series of discreet services built up over the recent past, which somehow need to be integrated. Chris Rusbridge for example, the Director of the UK electronic libraries program, notes[1] over 18 in one library system, and my own library could quote probably as many and include: the catalogue, several CD/ROM systems (each of which have a different proprietary interface), web based services, internet search engines, gateway services, portals, intranet information retrieval systems, etc. There is a distinct lack of uniformity in the approach so that users are faced with learning a multiplicity of search systems to undertake even a small scale literature search, particularly if they are working in cross disciplinary areas.

Thus there are a number of technical barriers, which stand in the way of the development of the true digital library, and it is to these that I shall now turn. The first is the issue of integration. Digital libraries are increasingly dealing with a distributed environment where users require seamless access to both distributed and heterogeneous resources. What is usually advocated, is a single

point of access to a totality of digital library collections, which is adequately scoped to meet the needs of that individual. Such a system would retrieve a relevant set of references together with suitable annotations, be adequately deduplicated and effectively ranked. Much technical effort has gone towards that end and yet you might reflect that it is an unachievable idea. Research suggests that given the choice, users are as likely to look for discreet subsets, for whatever reason, rather than a single integrated source. Some levels of integration have been achieved, particularly through the web itself, although that only offers integration at a rather shallow level. Z39.50 will also permit users to search distributed resources, but this is not widely adopted outside the library sector. A redefinition of Z39.50 in the context of RDF/XML is proposed but success is not guaranteed here either. Meanwhile, we have witnessed the emergence of web portals and harvesting technologies, driven by knowledge management developments, which are capable of harvesting and collating resources into high quality and highly personalised subsets.

A second technical issue, which might be incorrectly considered trivial, is that we do not actually know who the user is. In the electronic domain this is not a simple question. We need assurances as to the fact that users are who they say they are. They must be suitably validated by some other organisation and we must have systems in place, which permit them to do only what we would wish. The first level of that is authentication which is the process of identifying users on the network and is usually brought about by a combination of username/password approaches or IP domain search and restriction. More sophisticated accreditation systems are coming through, but these are currently relatively little used in these areas, and are more common in e-commerce applications. Once we have identified who someone is, there is a secondary process of authorisation, which essentially says what he or she can do once they have access. This is particularly important for the managers of licensed resources and is even more critical in the context of the provision of primary and secondary sources and multimedia. The final challenge is the need for highly effective navigational tools to create seamless logical and understandable routes through the digital library.

Will libraries in the future disappear entirely? Rusbridge[2] argues that libraries can be defined in three ways: as concept, as organisation, as physical space. Though the concept of a library as a collection of information sources defined by certain boundaries will sustain, the boundary definitions will be more complex, deriving as much from consortial deals, usage issues and historical commitments to collections within a building. The digital library will be a more fluent concept capable of continuous change and modification and even defined by the end user as much as by the librarian intermediary.

At an organisational level, licensed resources will still need to be selected and evaluated, contracts negotiated and all placed within context of a suitable navigational system such as a web portal or a learning environment. Moreover even the virtual library must have a context within which it operates which might be the organised corporate context, but might also be the more local context of a research group or a university course or even at an individual level. Bookmarks recorded in a web browser or through personalised environments[3] are in effect personalised digital libraries.

Finally libraries as a physical environment seem on the surface the least likely to exist in a digital future. Access to web services can be got from most places with adequate connectivity which, with the increasing impact of mobile communications, means literally anywhere. Digital libraries will be free of the

constraints of delivering audio and graphics and universally portable as individuals become able to access and maintain their own institutional view of the library. The counter arguments to this view are the rather bleak future which centres on the loneliness and isolation that it can engender. The argument goes that we still need spaces where users can come together, even if they are working independently, and which are conducive to long periods of screen use, are ergonomically designed, and have in place support systems and navigational help together with an associated output devices such as colour printers or high definition screens. These centres are already merging as internet cafes, resources centres, learning hubs and so on. Moreover, such centres are likely to coexist with more traditional provision permitting ease of use.

Management of Change

Managerial and change issues encompassing the move to digital libraries are substantial and involve both human and resource factors. Moreover, the changes are often difficult to predict, dependant as they are on the ever-changing nature of technology.

At the economic level, libraries in developed services are already aware of the problems, which derive from the need to maintain dual subscriptions to both electronic and traditional materials during this transitional period, which could last for some years. Users are often disinclined to make radical changes in their use of materials and resent electronic formats being imposed upon them; they also frequently require connectivity, machinery or skills to make best use of what is available. Moreover spiralling journal prices add to the extra cost burden so that any potential savings in labour the library might feel would be brought about by electronic delivery, are often difficult to realise.

Perhaps more positively has been the growth of consortial purchasing of bundled services which, as a consequence, should show some economy in budgets and also serve to democratise resource provision, especially for smaller institutions which can 'piggy back' on larger organisations resource requirements. However, we should be wary of purchasing policies which create redundancy in provision and that such bundled purchasing potentially enables access to large amounts of material which might be little needed. An alternative is that of part-work selling, though at this point there seems to be little enthusiasm at library levels for end user charging or even for libraries to mediate in some similar arrangement. My suspicion is that this will come about in time, at least as a way of providing backup to core materials will enable the shift to happen more quickly.

A third strand is a growth of web publishing at the individual or corporate university level. Such activities may well precede traditional publishing. There is a steady growth of quality material now available on the web and accessible through the main search engines or through the more specialised web portals. Such personalised publishing will, in time, undermine traditionally publishing structures and will most certainly bring down overall pricing mechanisms over a period of time. For the library managers, the economics of digital library delivery are complex and changing but I would argue, the longer term signals are largely healthy in that we may at least seen the end of the spiralling costs of scholarly publishing from a mixture of those resources to which access has been negotiated and those which have been defined as having a requisite level of quality to those which have been self defined by the author including adding in the right descriptions so as to be retrieved through agent or similar technologies.

What then does the library manager need to do to ensure this shift to electronic delivery is as smooth as possible. What are the factors that need to be addressed?

I've categorised my own views under four distinct headings which derive from the analysis above. These are strategic change, procurement, IT, staffing and staff development.

Strategic management

To bring about a transition to new forms of library suggest that the library manager should provide clear and articulate vision as to what the service might look like, how it might perform and how it will be evaluated at some future time. It should not be too far fetched or so far beyond the imagination of staff as to preclude its acceptance, but it will be a matter of driving the service forward and ensuring that those charged with delivering the change feel some ownership of it. As importantly it will need to encompass the views of the users, many of whom may with to retain a traditional perspective on library delivery. Strategic plans will need to be sold on to the client base and achieve at least a respectable level of acceptance particularly from the executive, though in the end it may not gain total acceptance of everybody within the organisation. A good example of this might be our own drive towards the delivery of electronic rather than print journals. This has been formulated at the centre but we are having to undertake a program of effectively selling the notion to various schools within the university, to ensure some acceptance of e journals when they duly arrive. This has, to date, proved rather successful and we are now in the position where we are delivering more e- journals than we are traditional journals. The library manager, involved in strategic management must be very focused and the vision should be reinforced to the staff at all levels.

Procurement

The economics of electronic services are described above and in some contexts could well imply a difficult period of increased expenditure so as to achieve medium term economies. One route through that process is to seek collaborative purchasing with like minded libraries. Such consortial arrangements have become common globally and are not only a way of reducing the expending cost of material provision but can also absorb the load of licence agreements and the legalities surrounding different approaches resulting from electronic libraries. To be effective consortia probably need libraries with similar purchasing power or similar clientele so the charges levied on constituent members begins to be equitable. Consortial approaches can also be used to develop digital content, underwrite the cost of digitisation of material of retrospective conversion and so on and are likely to become more a feature of library services as they become more distributed.

Information Technology

IT can be problematic from a number of points of view. It may for example be without the librarians control in which case one is left with the need to reach sensible agreements with those supporting and delivering IT serves to ensure that the services are reliable and available. Even if there is local control of library related IT, institutional control may not rest with the librarian. In some countries this has become more the case but is still not widespread. Again if IT is without the control of the librarian this can be a factor which hinders overall uptake web based services. There is a need to try to ensure at least a commonality of approach and that basic software such as plugins, etc are available institution wide.

Staffing and Staff Development

Perhaps more critical than any of these is to ensure that staff structures are in place which will meet the new challenges of electronic delivery. This will imply analysing every function within the service and asking the question, is it appropriate to continue to work in this way or there alternatives that will help us achieve the strategic goal of delivery mechanisms? The nature of the core business of a library will change and functions such as cataloguing, which it could be argued has been the absolute foundation of libraries for the past hundred or so, might well be achieved by subsidiary agencies such as National Cataloguing centres or global utilities. Technical services departments may have to find alternatives roles which could imply cataloguing internet resources, though even this begs the question would it be better done co-operatively. It would be foolish to achieve economy in traditional cataloguing methods merely to replace it with another format and the development of the portals render this unnecessary. Many library staff will need to be re-skilled, both to ensure their knowledge and increase awareness of the accent in user support.

In summary we are going through a period of rapid change in the delivery of library services and need to re-think and constantly re-invent what we are. The library of the future will be more concerned with adding value to information resources and providing support and guidance as it will with acting as custodians of print material.

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Library Management Systems and the Statistical Requirements of Library and Information Managers

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Abstract

The management of a library is based to a large extent on the availability of relevant statistical output. LMS vendors are not always clear on the required statistics that their library system should generate. In a survey conducted among library and information managers from diverse library types and cultural backgrounds it was found that the most valued statistics were those related to circulation, system performance, and search aspects. However, various suggestions for additional required statistics as reflected in the survey may suggest that an Open System approach should be adopted by the LMS vendors. This approach could enable the generation of any required report by querying the library's stored data directly via 3rd party tools such as SQL , Power Builder, Crystal Reports, etc.

Paper

Introduction:

Provision of efficient and cost-effective information services requires, among other things,a relevant statistical output on which library and information managers could base their policy decisions.

Vendors of Library Management Systems (LMS) are often asked whether their system has an ample functionality (e.g., a statistical module) to support managerial decision-making. However, it is not always clear what specific objectives such functionality should be designed to support. It seems that the whole issue needs to be more clearly defined.

Our survey intended to gather information on the actual statistical requirements of library managers so as to facilitate a better understanding of their needs in this area. It is our hope that the information obtained will make it easier for LMS producers to accommodate these essential needs when designing their future products.

Method:

A detailed questionnaire, consisting of 50 items, questions and statements, was distributed to 270 library heads and managers worldwide, from among Ex Libris customers. The questionnaire items were divided into four major sections, which we believe reflects four distinguishable groups of core activities within the current automated library environment:

1. Information Management, for statistics related to activities such as Circulation, Recall, ILL requests, Holds requests, Routing lists, and SDI/Current Awareness services.
2. Library Performance, for data generated by measurement of workflow, breakdown of various services, budget utilization, IPs usage (searches distribution), and library usage.
3. System Performance, for system response time statistics.
4. Patron Needs and Behavior, for statistics related to database usage and employed search modes, search commands and indexes.

Additional sections in the questionnaire provided for libraries' general information and for additional required statistics suggested by the respondents.

For each question or statement within the four above-mentioned sections, the respondent was asked to rate the indicated statistical output on a scale of 1 to 5 (not important - very important, consecutively). For each questionnaire item in the four major sections, all the assigned values were added and divided by the maximum value possible for this item (i.e.,the number of actual responses multiplied by 5) . In this way the relative weight for each item was calculated on a scale of 0 to 1.

Example: for question 1.1.2, the importance of collected statistics for the number of loans per patron, we received 26 responses, as follow: one gave it 2, eight gave it 3, another group of eight gave it 4, and nine gave it 5. The calculating formula (1x2)+(8x3)+(8x4)+(9x5)/(26x5) or 103/130, resulted in the relative weight for this question, which was 0.792307692.

Based on the relative weight of the 50 questions and statements, we tried to single out the items which library managers most valued, to find out which

group of library activities (major section) is more valued for statistical purposes by comparing the combined relative weight of all four sections, and to indicate accordingly the preferred sub-sections within a major section, wherver applicable.

Findings:

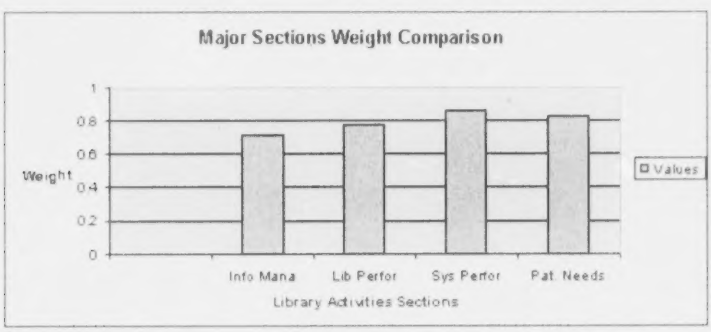
From the 270 questionnaires sent out 29 were received back (10.74 %). The respondents were mixed in terms of library types (academic, national, and corporate) and geographical areas (Mediterranean, Europe, South and North America).

In this paper we would like to focus on the following findings:

1. The statistical data items that received the highest relative weight, 0.9 and up, were:
   - Number of loans per item - (Information Management section, Circulation)
   - Number of items loaned - (Information Management section, Circulation)
   - Number of Hold requests on the bibliographical level - (Information Managment, Hold requests)
   - Breakdown of database usage by number of users - (Patron's Needs and Behavior section)
   - Breakdown of database usage by number of queries - (Patron's Needs and Behavior section)

   Other interesting data items with a relative weight between 0.8-0.9 include: mean time for query and results display; search distribution by IPs; search modes used; indexes used in searches; breakdown of loans by major subject categories; number of Hold requests on the subject level; cataloging productivity.

2. A comparison of the relative weights for the different major activities sections, displayed below, may indicate a growing interest in system and database usage related statistics (System Performance and Patron's Needs sections) over more traditional aspects of library activities like circulation and measurement of services (Information Management and Library Performance sections). This finding should be taken as a possible non-conclusive indication, since the difference in the number of questionnaire items for each section may account for the difference in the section's combined relative weight. In other words, the System Performance



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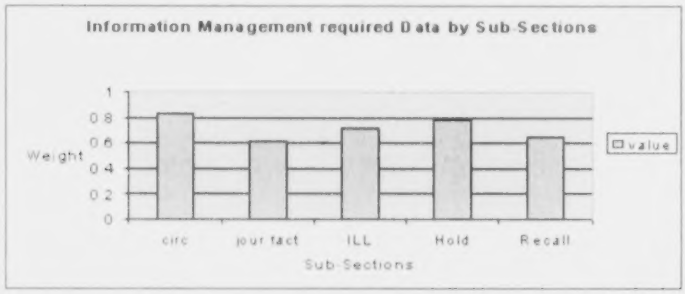
section may have gained higher relative weight due to the fewer and more homogenized items it contains, as compared with the rest of the sections.

3. A comparison of the relative weight for the sub-sections of the Information Management section, displayed below, shows clearly that circulation activity is the statistical output most in demand. Also highly valued are Hold Request statistics. On the other hand, the survey respondents gave significantly less value toJournal Factor and Recall statistics.

Discussion:

From the findings described above one should be on safe ground when concluding that statistics regarding circulation activity are those which are most required by library managers. This reasoning is supported both by a comparison of the sub-sections on Information Management (finding 3) and by the fact that two of the five highest-rated questionnaire items are circulation- related (finding 1).



Statistics related to the technical aspects of the library system, such as response time and measurements of database usage, are also very much required. This is demonstrated by two other items from the five which were rated highest (finding 1) and the comparison of the relative weights calculated for the four major library activity sections (finding 2). These results should come as no surprise in an age where a library's claim to fame often depends on its computerized infrastructure.

Besides these two types of library activity data, statistics related to search aspects (IPs distribution, indexes used, etc.) were considered to be very significant for most respondents. Again, this is very much in line with the currently evolving library environment.

On the other hand, the diversity of additional required statistics suggested by the respondents is noteworthy. It may suggest that despite the importance given to statistics for circulation, system performance, and search aspects, the constitution of a definitive list of library required statistics might be neither practical nor desirable. Instead, an Open System approach may serve LMS more favorably in addressing this issue, where, for example, apart from a built-in package of the most common reports, every other statistical report could be generated by querying the library's stored data directly (e.g., via the use of SQL or other report generating tools such as Power Builder, Crystal Reports, etc.)

Final note: without making any claim to being conclusive, the findings of this survey may be further enhanced given the previously mentioned mixed background of its respondents both library-wise and geographically/culturally.

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Nonetheless, further exploration of the issues discussed above calls for a survey to be conducted on a larger scale.

Conclusions:

Our small-scale survey was able to draw common patterns in regard to required statistics among a diverse group of library managers. Circulation, system performance, and various search aspects were rated as those most required for statistical purposes. Another pattern which emerged was in regard to the different needs and additional statistics required by various library sites. Due to these differences a definitive needs list may not be the LMS vendors' best choice for statistics in library. A mixed approach may indeed satisfy more of these requirements for more sites by offering a package of ready-made reports and allow for customized reports to be generated through direct querying of the library's stored data (The Open System approach, as exemplified by the use of SQL and other 3rd party tools).

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The role of Parliamentary Libraries in Eastern Europe in ensuring public access to government information: the case of Russia

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Abstract

IFLA has committed itself to supporting the development of public access through libraries to government information and information about government, as a means of building democracy and civil society in the countries of the former Soviet bloc. This paper focuses not on the role of a typical Eastern European parliamentary library in serving its parliament, but rather on its responsibilities in the building of democracy. A parliamentary library in a country which is rediscovering democratic pluralism, such as Russia, has a special obligation to ensure wide public access to government information and information about the activities of government, and above all, to parliamentary documentation.

Paper

Historical Background

In little more than a decade - eleven short years - the world has been turned upside down.

The Berlin Wall fell. The countries of Eastern Europe, long dominated by a single ideology, shook off its bureaucratic control, expelled dictatorial regimes, elected free governments and turned to the West as their new economic and social model. In the Soviet Union itself, the monolithic superstate shuddered to a halt and began to crack. Its constituent republics reclaimed their independence, as *glasnost* and *perestroika* became disintegration and national rebirth.

Behind the political upheaval lay a deeper revolution. A disenchanted public dared to go beyond private cynicism to public demands for a better way of life. Television communicated the new ideals of democratic materialism, governments encountered the check of public opinion, parliaments became organs of public debate and crucibles of legislation. Information replaced official direction as the mainspring of society. And librarians, who had printed underground newspapers even while hosting IFLA in Moscow during the revolution of 1991, realised that they now had a continuing political mission: to build democracy and recreate civil society through the delivery of information that would create an informed, critical, participative citizenry.

Two Prerequisites: Official Documents Collections and the Rule of Public Law

It was in this historical context that the idea arose of restoring the Russian Parliamentary Library, which had first come into being in 1906 and had continued to serve the Duma of the Russian Empire and of its successor republics until 1918. In 1991 the deputies of the Supreme Soviet of the Russian Federation decided that they needed a library to aid them in their work, and passed a law to that effect.

From the very beginning the new library's personnel encountered problems when it came to giving a precise and quick response to MPs' requests for published official documentation and legal norms, whether issued by the federal executive or by its regional counterparts. Not a single Russian library, not even the national ones, in those days was building separate collections of official documents, and consequently Russian librarians had developed neither suitable methods nor appropriate technology to handle the comprehensive acquisition and rapid retrieval of government information. The rule of law itself was in doubt when knowledge of the law and of administrative norms was so difficult to obtain.

In fact, from the 1920's down to 1990, Russia was under the rule of two laws. The first and most important in practice was based in the decrees, standards, and programmes of the Soviet Union's only allowed political party, the Communist Party of the Soviet Union (CPSU). The second, public legal regime was guided by the constitutions and legislation of the Soviet Union and of the Russian Soviet Federal Socialist Republic, and was in reality secondary to norms laid down by party rule. The wording of legislation, even of constitutional articles, was seldom complete and not expected to be put into practice without reference to the requirements of party responsibility and party discipline, as enshrined in the decisions of the CPSU Central Committee.

Evidently, this state of affairs led Soviet libraries to emphasise the bibliographic recording and indexing of party documents and publications. The duality of the state was paralleled by a duality in its library system; in addition to public libraries, accountable to the Ministry of Culture, the Soviet Union had an extensive network of party libraries. While the party libraries considered their main task to consist in meticulously collecting, indexing, preserving and

disseminating Communist Party documents, the public libraries too did their best to assist in the implementation of the decisions of the latest party congresses by providing full documentation and access. Resources for public legislative information were not the focus of the library community's attention. Indeed, the only library professionals who took any interest in the official documents and legal norms of the Soviet state were those employed by the legal services departments of the various governmental establishments or institutions of state power. Such special libraries only collected and indexed the official publications relevant to their institution's particular sphere of activity, and the fruit of their labours was meant for the eyes of its lawyers alone.

During the break-up of the Soviet Union, the Russian Federal Constitution of 1978, as a...ended in 1990, became the only supreme law for all the citizens of Russia, irrespective of their party convictions. The new 1993 Constitution paved the way for introducing legal reforms on a grand scale, encompassing every field of public life in the country. The principles of a state under the rule of law, as declared in the new Russian Federal Constitution, enshrine the dominant role of public law as the source for public norms and values. Today, the Russian Constitution guarantees every citizen "the right freely to seek, receive, pass on, produce, and disseminate information by any legal method" - **and means it**. The securing of uniform, free public access to legal and governmental information has become a concern of the state.

The Russian library community was eager to tackle the task of providing free public access to legal information and soon set to work on it. Indeed, realising the potential offered by the new technologies of information, the Russian Ministry of Culture, with the support of other public authorities and of public foundations and non-governmental organisations, in 1998 embarked on a scheme to set up a number of public legal information centres in association with Russia's vast network of more than 50,000 libraries open to the public - federal and regional, urban and rural. But the effort is not just being directed from the top. As speakers noted in Moscow and as participants could observe first-hand in Ryazan during the four-day international seminar on the topic held in Russia by IFLA's Government Information and Official Publications Section in May 1999, the role of libraries in ensuring public access to official publications and government information is a major professional concern of Russian librarianship today. And recent progress has been astounding. In 1999 and the first quarter of 2000 the Ministry of Culture opened 14 legal information centres, most in connection with libraries at the regional level, and it has plans for others throughout Russia's 89 federal regions. Even more significant are the statistics and reports indicating that as many as 60 Russian libraries last year, and perhaps over 250 by now, have taken the initiative in setting up their own reading rooms for public access to legal information, without waiting for central government funding or permission.

Implementing Public Access Through the Russian Parliamentary Library

Where does the Russian Parliamentary Library fit into the provision of public access to government information? What is its role?

In 1994, a year after the new Russian constitution was endorsed, the new Parliament (State Duma and Federation Council) enacted a federal law on the provision of a mandatory, or legal deposit, copy of official documents, which provided a more solid legal footing for libraries to implement the constitutional principle of public access to government information. For the first time in the

history of Russian librarianship, libraries and depositories were legally encouraged to build up collections of official documents for public benefit, as an integral part of the nation's library resources. The federal law defines the nature of official documents, requires their timely provision to the national library system by governmental bodies, and assigns to the Parliamentary Library the responsibility for their bibliographic and statistical control, as the national depository of official publications.

Deposit at the Parliamentary Library covers more than laws and parliamentary publications. The deposit law now extends to documents produced by other federal government institutions and by the regions, allowing the Parliamentary Library to quickly build up an adequate depository collection and to keep it up to date with a steady influx of further acquisitions. It took about two years for the library staff to develop a streamlined check-in system to monitor the regular delivery of mandatory copies of official publications from federal government institutions such as the ministries and government committees, as well as from their regional counterparts. The efficiency of the check-in system in tracking published official documents and ensuring that they are received can be shown by some simple statistics: in 1994 (the year the law entered into force), the Parliamentary Library got 262 official periodical titles, but by the year 2000 this figure had risen to 309 official periodicals.

In the Parliamentary Library depository collections one can find literally **all** Russian federal official publications, and, with a small exception, the same can also be said about materials issued in the 89 constituent entities of the Russian Federation (regions, oblasts, autonomous republics). The collection of federal parliamentary documents is exhaustive, including not only copies of the laws enacted and records of the plenary parliamentary sittings, but also draft laws or bills, MPs' questions, and verbatim reports of special parliamentary hearings. Analytical research documents and informational materials prepared by the Parliament's support services are also collected.

The personnel of the Parliamentary Library consider it their main task to create the national official documents collection of the post-Soviet era, as a contribution to resource-sharing among Russian libraries. All official documents entering this special collection are processed and classified according to the standards of library science, and in this way information on their availability can be made known to millions of potential readers.

The official documents collection and its electronic cataloguing enable the Parliamentary Library to offer reference and information services to a wide variety of clients from the Duma and the Federation Council - MPs, their aides, parliamentary committee staff - and also to outsiders - clients from governmental departments, the federal executive, the courts, regional executive bodies, legal information centres, as well as individual researchers, accredited representatives of the press and other media of information, and of course other librarians. Dozens of enquiries are dealt with daily from external clients, and a full range of user access options is provided irrespective of the client's age, sex, nationality, residence, social or legal status, financial opportunities, or religious beliefs.

Nor is the service restricted to Moscow. Official publications are made available to other libraries through the interlibrary loan system, and copies of documents are sent out all across the country in response to requests. Close co-operation has been established with the new public library legal information centres. And the Russian Parliamentary Library is on the verge of making all its electronic resources accessible to the end user through the global Internet network.

The crucial task of current bibliographic registration and indexing of official publications is also facilitated by the federal legal deposit legislation. Since 1996 the library has had electronic databases at its disposal which allow the publication of two monthly current bibliographic indexes, themselves state publications: *Official Documents of the Russian Federation's Governmental Institutions* and *Official Documents of Institutions in the Constituent Entities of the Russian Federation*, as well as the *Bibliographic Index of Official Periodicals* which is printed twice a year. All three indexes are meant for a broad public but rank as scientific publications and could be used to do scientific investigation, as educational tools, and as aids to consultation and bibliographic searching. These reference publications follow the standards of current national bibliography. All three titles are registered with the Russian Federation Ministry for Press, TV and Mass Communications as official periodicals issued by Parliament, and their relatively low prices make subscription affordable to public libraries and most citizens. Also, over 250 public libraries, among them all the republic, regional and district libraries in the Russian Federation, currently receive these printed indexes at no cost, as a gift of Parliament.

As seen from client feedback, these bibliographic indexes of Russian official publications are widely used for reference purposes by public and special libraries and by legal information services both in Russia and abroad. The indexes have already been of assistance to millions of Russians, not only to search for official publications but to find such information as who initiated a draft law, the date when a law entered into force, or the area to which it applies. With the indexes in hand, it takes a very brief time to establish which of the official journals or newspapers first published the document in question, and, in case of need, to borrow the publication from the nearest library.

The ever increasing number of subscriptions to these printed indexes proves the Parliamentary Library was right to choose this special strategy of disseminating bibliographic information on official documents. As compared to the year 1997 when the indexes went to only 270 subscribers (organisations, institutions, libraries and individuals), subscriptions to them in the first six months of the year 2000 have reached 3080.

The publishing activity of the Parliamentary Library in the field of official publications librarianship is not confined to the issuing of current bibliographies. These are supplemental to a series of retrospective reference materials already in print, such as the *Index of State Duma Publications*, the *Index of Russian Laws*, and the *Index of Publications of Charters and Constitutions of the Entities of the Russian Federation*. Soon to appear are personal bibliographies of the leaders of the different political groupings in Parliament. Other efforts are undertaken solely to maintain public interest in the activity of the Russian Parliament and to make its work transparent to the public, while reinforcing public trust in parliamentary institutions in a time of eroded public values and negative attitudes towards all public authorities.

Conspicuous among the publications of the Parliamentary Library are the *Indexes to the Records of Chamber Sittings of the Federal Assembly* (now only in electronic form) and the information and research materials prepared using them. Since 1996 a select service of the Parliamentary Library has been to do subject and name indexing of all MPs' oral contributions in debate, which makes it possible for the library staff to compile chronicles of the progress of major constitutional and budgetary legislation through the chamber, and in case of need (often following a request from an MP) to specify the dates of different stages in the slow progress of a particular piece of legislation.

All the library's publications are present in electronic format on the parliamentary Intranet and will soon be found on the Internet when the corresponding website of the State Duma is operational.

With the aim of furthering international information co-operation and exchange between libraries, the European Parliament's EUROVOC thesaurus has been translated into Russian and adapted for use by the Parliamentary Library in processing Russian official documents. This will make Russian official documents accessible to a significantly greater circle of potential users.

It is also worth mentioning that the Parliamentary Library of the Russian Federation has been developing and cataloguing a collection of Russian language official documents of the former Soviet republics, including the Baltic states, as well as in collecting the current legislation of these countries, through bilateral exchanges of documents. Such collections are of great assistance in the forming of sound legislation through comparison of each other's approaches to a given subject.

Needless to say, the Parliamentary Library is not the only source of information support to the legislative activity of the Russian Parliament. However, the library acts on the assumption that official documents, and especially those that record legislation, are a Russian national asset, and takes seriously the task of providing the public with timely information on new legislation and new government publications received. Parliament fully appreciates this work that the library does in informing the public.

Integration of Library Resources is the Road to Better Service to the Public

Recent experience proves that public access to collections of legal and government information is not only important for lawyers and other professionals with legal interests, but also for ordinary citizens who have no legal training. This is why so many Russian library users want to receive regular information about decisions taken by the executive, and to have unobstructed access to both federal and regional official documents. They are similarly anxious to be able to retrieve from electronic databases current legislation, bills and reports of parliamentary debates. These enhancements of legislative activity in the Russian Federation in turn generate an increasing desire on the part of the MPs and their aides to receive relevant legislative information and research papers on a particular topic of legislation.

To solve these problems to everyone's advantage, five leading Russian libraries are proposing to create a shared information space by pooling their respective catalogues, electronic databases, electronic documentation, and experience in library and information technologies, and establishing technical, organisational and communications capabilities for a wider dissemination and shared use of present and future electronic resources. The project envisages incorporating the information resources of the consortium participants in a single library network, and professional exchanges and training programmes between the participants. This would make possible shared processing of library resources and a common access to the resources of all the participating libraries not only by each other's users but by users at the other end of the country. New types of information services would inevitably be developed, including the electronic delivery of government documents from the collections of the participating libraries and direct access to full-text electronic copies of the documents.

Within the proposed consortium, the Russian Parliamentary Library will have primary responsibility for handling official publications and government information. The Parliamentary Library's participation will greatly expand Russia's capabilities of disseminating government information and official documents to the people, and will mark another important step toward building a civil society based on the rule of law.

The experience of the restored Russian Parliamentary Library during the re-establishment of Russian democracy illustrates the great importance of a national parliamentary library playing a role beyond the walls of Parliament. It must take a leadership role in the working out of terminology and classification standards for legal and parliamentary materials in its country's libraries; it must demonstrate excellence to the library community in its provision of a high level of parliamentary information service; it must be committed not only to serving its parliament but to ensuring the civic education and democratic development of an informed general public.

Building a new Millennium of Democracy and Peace

What lessons can IFLA and the world's parliamentary libraries draw from the experience of the Russian Parliamentary Library in providing government information to the public?

- Access depends on order: classification, unified collections, cataloguing, indexing.
- Wide and effective public and legislative access demands automation and electronic networking of legal data.
- Public legal information should be shared between nations with similar legal heritages.
- Librarians must share their training and expertise to build effective public services of legal and government information.

It is no accident that these four points correspond to the resolutions forwarded to IFLA for approval last year by the Eastern Europe seminar on the Role of Libraries in Ensuring Public Access to Official Publications and Government Information, held in Moscow by our sister IFLA section and frequent collaborator, GIOPS (the Government Information and Official Publications Section). In supporting these Moscow resolutions in December 1999 the IFLA Professional Board called upon the IFLA core programs and sections most concerned, and in particular the Section of Library and Research Services for Parliaments, to co-operate in four professional initiatives to aid democratic development through libraries in Eastern Europe and the former Soviet Union: cataloguing in publication of government information, shared international legal databases, agreements for virtual exchanges of official publications in electronic format, and especially international and regional training exchanges of public documents librarians to build professional expertise in the work of ensuring public information access.

The civil society of the new millennium must be an electronic polity, in which citizens and governments, interest communities and nations share full public information to build understanding, democracy and peace. Neither socialism nor capitalism, nor any other *-ism*, but only an informed citizenry, can keep government in its place and allow the free development of the potential and dreams of humankind. Eastern Europe is a laboratory and parliamentary libraries

are among its leading researchers in the quest for new ways to bring government information to the people. The world has been turned upside down, but the real revolution has just begun.

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La Biblioteca global y la identidad Centroamericana

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Paper

Introduccion

La globalización se caracteriza por imprimir mayor intensidad a los flujos de información, propiciar sistemas electrónicos más ágiles, facilitar una mayor capacidad de ampliar los ambientes de modernización tecnológica y promover el uso y la aplicación constante de la información como fuente productiva y generadora de conocimiento. A ese nuevo modo de interactuar los científicos, los tecnólogos, los políticos y hasta los humanistas lo conocen como la sociedad de la información[1] , cuyo nuevo paradigma está orientado hacia la acumulación de conocimiento y, al aumento significativo del grado de sofisticación en el procesamiento de la información.

En este contexto, en los países latinoamericanos y más concretamente en la región centroamericana existen conglomerados que no tienen acceso al libro impreso, ni a la biblioteca pública y menos aún a la sociedad de la información; es decir "al desarrollo, al poder, a la diversidad de ideas, a estimular la crítica; en síntesis, a crear conocimiento y a forjar una democracia" (Miranda, 1997, p.1).

Señala Nieves Alonso, filósofa latinoamericana, que en estas regiones se asiste a una medievalización del conocimiento. Cada vez más la información se encuentra "enclaustrada" en CD-ROM, VCD y otros soportes que convierten en monjes a los pocos que tienen acceso a esas tecnologías. Es necesario que las instituciones y los grupos organizados faciliten el acercamiento entre los que están dentro y los que están fuera de la sociedad de la información; de lo contrario, "un atraso irremediable

[1]Sociedad de la información es cualquier conglomerado humano, cuyas acciones de supervivencia y desarrollo está basado predominantemente en un intenso uso, distribución, almacenamiento y creación de recursos de información y conocimiento, mediatizado por las nuevas tecnologías de la información y la comunicación. (Ponjuán)

recaerá sobre las clases deprimidas y paupérrimas so pena de acentuar y permanecer en el tercer lugar al que los del primero y segundo lugar nos han destinado" (1996, p.12).

Las bibliotecas, con el apoyo de las tecnologías de la información y la comunicación, se encuentran entre las instituciones que están obligadas a crear nuevos escenarios para que el mayor número de ciudadanos tengan acceso al conocimiento. El ciberespacio, desarrollado por las universidades y favorecido por el sector productivo, facilita ese encuentro. Este concepto tan utilizado en la actualidad no es nuevo, ya en los cuarentas Jorge Luis Borges hablaba del ALEPH, como aquel "punto del espacio que permitía observar todo lo que existe en el universo" (Alonso, 1996, p.11). "Durante la Segunda Guerra Mundial, Vannevar Bush en el artículo As we may think publicado en The Atlantic Monthly, una revista estadounidense, imaginó la creación de un dispositivo, al que llamó MEMEX, que facilitaría la conexión de todas las personas, desde cualquier lugar del mundo. En la década de los sesentas Theodore Nelson concibe un proyecto de una inmensa biblioteca virtual, a la que nombró XANADU. Esta biblioteca permitiría la interconexión de textos a través del mundo, originando textos "universales" donde intervendrían las ideas de autores de todas partes del planeta. Es decir, el logro de crear pensamiento colectivo "universal" (Miranda, 1998, p. 10).

Esta concepción de un conocimiento universal, se asimiló como el "libro total", concepto que evolucionó al de "biblioteca total" y con el advenimiento de la fibra óptica y la materialización de la red internet, este concepto adquiere su máximo significado en la biblioteca global.

Recientemente, en el universo de la biblioteca global, el libro impreso pierde la hegemonía de soporte de la memoria colectiva de la humanidad, para dar paso a la información en soporte inmaterial, lo que posibilita la era digital.

v La biblioteca global se plantea no solamente como un medio para compartir el saber que otros han desarrollado y experimentado, sino como un complemento insustituible a la labor académica; un medio para resguardar la misión sociocultural de las comunidades, al preservar su producción intelectual y permitir que pueblos hermanos se reencuentren y compartan su creación científica, literaria y social; es decir, su identidad cultural.

La Identidad Centroamericana

Centroamérica como concepto cultural incluye Belice, Guatemala, El Salvador, Honduras, Nicaragua y el norte de Costa Rica. Como concepto económico

excluye a Belice, Panamá y en algunas ocasiones a Honduras. Como concepto geográfico incluye a Belice, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica y Panamá. Como concepto histórico se excluye Panamá e incluye a Chiapas y Soconusco. (Proyecto Estado de la Región, 1999, p. 63) (Anexo 1).

"Para alcanzar el tránsito hacia la democracia política, la región rindió un terrible tributo de 300.000 muertos, un millón de migrantes y otro tanto igual de refugiados. La cuota de dolor y sufrimiento no tiene paralelo en la historia centroamericana" (Torres Rivas, 1999, p. 53.)

El analfabetismo de Costa Rica y Panamá es del 5.2% y el 9.2% respectivamente. En los otros países el promedio es 29.3% y en Guatemala, 44.4%.

América Central es un mosaico policultural, donde la integración de diferentes grupos étnicos ha enriquecido sus rasgos culturales. Cada pueblo tiene sus peculiaridades, lo que para unos es sagrado para otros es diabólico. Ignorar el derecho a las identidades culturales centroamericanas significa complicar un problema filosófico, ético y cultural.

En la sociedad centroamericana, en décadas recientes, el parque central era el punto de partida y llegada de los ciudadanos, la biblioteca nacional y las bibliotecas públicas, el lugar de encuentro intelectual y cultural de cada país o pueblo y, los cafés fueron los centros culturales comerciales de diálogo.

Hoy esos espacios han perdido su hegemonía para dar paso a los ambientes posmodernos. García Canclini dice que "la vida social urbana ya no se hace sólo en los centros históricos o tradicionales de las ciudades, sino también en los centros comerciales modernos de la periferia [y] los paseos se desplazan de los parques peculiares de cada ciudad a los shoppings que se imitan entre sí en todo el planeta" (1990, p.86).

Eso mismo sucede con las bibliotecas y los cafés. Se han transformado con el apoyo de los medios tecnológicos en bibliotecas virtuales y en internet cafés. En Centroamérica los "shopping centers" y los internet cafés han adquirido mayor auge que las bibliotecas virtuales.

Estos nuevos escenarios posmodernos promueven transformaciones en las formas de actuar y de comportarse de los ciudadanos. El consumo se convierte en un elemento importantísimo dentro de ellos y en una transformación de sus costumbres.

Señala Morales que "el consumo crea sujetos porque algunos de estos sujetos no existían antes de un particular consumo y porque su identidad se define a partir de la clase de producto consumido. Es el consumo de música, cine, ropa, tipo de comida, etc., lo que visiblemente articula nuevas identidades híbridas en estos conglomerados, los cuales las negocian de maneras intrincadas y complejas" (1998, p.21).

Agrega que todos, en una forma u otra modificamos nuestra identidad, lo cual plantea que las identidades sean flexibles e híbridas. Es que son autotransformables: van y vienen desde su originalidad en graduaciones y modalidades diversas según sean las necesidades que les plantea la sobrevivencia económica, cultural e ideológica (1998, p.23).

Estas nuevas identidades híbridas que adquieren auge en América Central se deben analizar y no las seguras, las eternas y las esenciales. Dentro del contexto

de la internacionalización y de lo intercultural es necesaria la coexistencia de la pluralidad cultural, multiétnica y multilingüe. Estas identidades corresponden a estilos de vida diferentes en el tiempo y en el espacio, tanto a nivel social como individual. Algunas son creación y patrimonio del ser humano. Son producto de sus logros materiales y espirituales. Otras son propias de sociedades concretas y distintos grupos sociales (Barzuna, 1987, p. 43).

La información y los mensajes deben redimensionarse hacia un sistema localizado, regional y de producción cultural autóctona. La biblioteca global es el medio per se para contribuir a reconstruir y fortalecer esas identidades étnicas, regionales y nacionales dentro de los procesos globalizados.

La Memoria Documental En Centroamerica

América Central ha sido una región que ha descuidado la identificación, la organización, el acceso y la disponibilidad de su memoria documental. Mucha de su producción intelectual está almacenada en bibliotecas de países ajenos a la región. Es más sencillo ir a las bibliotecas de los países desarrollados a investigar la historia real, que tratar de reconstruirla con los datos que quedan en estos países. Esto representa un serio problema al tratar de reconstruir los avances alcanzados por los antecesores, más difícil aún transmitir a las nuevas generaciones su pensamiento, mediante la literatura, la teología, la filosofía y la ciencia centroamericana.

La información autóctona centroamericana necesita con urgencia un plan de acción estratégico. Es necesario que las instituciones productoras de información garanticen el control documental de lo que se pública sobre y en Centroamérica. Sólo de esta manera se podrían hacer estudios infométricos que permitan medir el impacto en cada época, de las tendencias políticas, económicas, sociales, educativas y culturales.

Está demostrado que el acceso y disponibilidad de la información es una herramienta muy poderosa para el progreso, pues permite optar por un papel de ciudadano impulsor y crítico, con argumentos, propuestas y posibles soluciones a problemas. También contribuye a erradicar costumbres que deterioran al ser humano, si le brinda información confiable y oportuna sobre los problemas de desocupación, vicio o delincuencia y sus consecuencias. (Miranda, 1998, p.136).

Una Experiencia Centroamericana A Insertar En La Biblioteca Global: La Red De Sistemas Integrados De Informacion Documental De Universidades Centroamericanas, Red-Siid

El Consejo Superior Universitario Centroamericano, CSUCA, en su carácter de órgano regional que agrupa 16 universidades estatales, trata de dar respuestas integrales a las nuevas demandas de la sociedad. Organiza su quehacer en programas y proyectos académicos, de manera que las universidades centroamericanas desarrollen políticas y actividades conjuntas que coadyuven a su modernización con miras a promover la integración regional. Uno de esos programas es la "Investigación e Información", dentro del cual se crea la RED-SIID.

La Red de Sistemas Integrados de Información Documental, RED-SIID tiene como objetivo motivar a las universidades centroamericanas en la conformación de sistemas de información documental, para facilitar el intercambio de datos procesados y almacenados, mediante sistemas telemáticos, así como la gestión de una economía de escala para compensar el desarrollo desigual de las colecciones. También se propone normalizar los procesos de almacenamiento y

recuperación de la información, así como fortalecer los mecanismos de capacitación de los recursos humanos y orientar la oferta de servicios documentales, más allá de su uso académico para extenderlos a la sociedad en su conjunto.

Con la ejecución de este proyecto se busca modificar los roles desempeñados tradicionalmente por las bibliotecas, logrando que las colecciones recopiladas por las universidades, durante largos años, puedan ser utilizadas al máximo en la región centroamericana, por el sector productivo, las instituciones de interés público y todos aquellos organismos orientados a impulsar su desarrollo.

La RED-SIID favorece el intercambio de información producida en y sobre América Central, facilitando de esta manera la comprensión de su realidad, fomentando la cooperación entre universidades y la consolidación de proyectos regionales. Lo anterior permitirá reducir costos, evitar la duplicación en la adquisición de materiales y el desplazamiento de investigadores. De esta manera, la calidad del conocimiento humanístico, científico y tecnológico que caracteriza a la enseñanza superior podrá ser compartida por todos los ciudadanos, en especial, por los sectores productivos, para promover el desarrollo socio-económico sostenible de la región en general.

En su XLII Reunión Ordinaria del CSUCA celebrada en San Salvador, El Salvador, en setiembre de 1993, los señores rectores plantearon la necesidad de un plan de desarrollo de las bibliotecas universitarias centroamericanas. Para cumplir con este acuerdo se integró una comisión con representantes de las universidades, la cual estuvo integrada por los directores de las bibliotecas centrales a excepción de la Universidad de Costa Rica y de la Universidad Nacional (Costa Rica), quienes nombraron a dos académicas.

El primer encuentro de la Comisión se realizó en setiembre de 1993 en Tegucigalpa, Honduras con la participación de las universidades de Honduras, Guatemala y Costa Rica. Posteriormente, las académicas de las universidades costarricenses al elaborar el proyecto, evidenciaron la carencia de datos sistematizados que permitieran medir la magnitud de la problemática regional.

En julio de 1994 se recopilaron los primeros datos sobre la situación de las bibliotecas de las ocho universidades que integraban el CSUCA en ese momento. Los resultados del prediagnóstico [2] se presentaron a los señores rectores en la XLVI Reunión Ordinaria, celebrada en San José, Costa Rica, en marzo de 1995. Las conclusiones más importantes son:

[2]Miranda Arguedas, Alice y Echavarría Solís, Ana Lorena. Prediagnóstico de los sistemas de información documental de las universidades centroamericanas. San José, C. R.: UNA/UCR, 1995.

1. Las bibliotecas universitarias presentan un desarrollo desigual en todos los niveles
2. Inexistencia de sistemas de información documental universitarios que armonicen políticas, presupuestos y recursos humanos. Cada universidad contaba con un promedio de 20 unidades de información documental, desarticuladas y con diversidad en la dependencia jerárquica, lo cual ocasiona duplicación y erogación de recursos. Además, se encontró un escaso desarrollo en infraestructura telemática en el nivel universitario.
3. Colecciones deficitarias en: calidad, cantidad, actualidad y acceso. Por ejemplo, todas las colecciones juntas no alcanzaban el millón de títulos, en contraste con una universidad mediana en Estados Unidos de América que

sobrepasa los 3 millones.
4. Débil gestión y gerencia en el desarrollo de colecciones e infraestructuras física y logísticas en las unidades de información documental para brindar servicios acordes con las necesidades académicas.
5. A pesar de los grandes avances en las ciencias de la información, los recursos humanos están poco capacitados y sin opción a obtener grados académicos, debido a la carencia de escuelas de bibliotecología.
6. Presupuestos deficitarios o inexistentes para la gestión informacional universitaria que limita a las bibliotecas a tener un papel más visible y estratégico en la institución y en la región.
7. Ausencia de una cultura informacional universitaria.

Con base en los resultados del prediagnóstico regional y los cambios que la globalización ha provocado, en relación con el uso de la información, como insumo de primer orden para la toma de decisiones y el desarrollo humano, se propusieron las siguientes estrategias.

1. Implementación de una red de sistemas de información documental en las universidades centroamericanas. Esta red trata de articular la gestión y gerencia de todas las unidades de información en cada universidad. Posteriormente, se propuso la estructura organizacional (ver anexo 2).
2. Identificación de cuatro ejes estratégicos para el desarrollo del proyecto:
   - Desarrollo de colecciones.
   - Interconexión telemática.
   - Capacitación de los recursos humanos.
   - Gestión y gerencia de los sistemas de información documental (ver anexo 3).
3. Diseño de talleres para la socialización del proyecto, con el fin de desarrollar una cultura de la información, lograr actitudes y aptitudes positivas en cuanto a la planificación y el planeamiento de estrategias organizacionales, documentales y tecnológicas, en los responsables de las bibliotecas y en las autoridades universitarias.
4. Dotar a las unidades de información documental de equipos de cómputo y los recursos mínimos para garantizar la interconexión telemática.

Con el fin de implementar estas estrategias se formuló un proyecto para obtener financiamiento de organismos internacionales. Las cancillerías centroamericanas acogieron la propuesta y otorgaron alrededor de $500.000. Con estos recursos se inició la primera etapa de la RED-SIID, y se alcanzaron los siguientes logros.

El principal resultado de las sesiones de socialización y de capacitación impartidos ha sido la actitud positiva y beligerante mostrada por los directores de las bibliotecas centrales en:

- El diálogo entre los encargados de las unidades de información documental que no forman parte del sistema, con miras a consolidar la integración del sistema de información universitario.
- Concientización de la importancia de la captura y sistematización de la información autóctona universitaria.
- Diseño y creación de bases de datos de tesis e investigaciones y su acceso y disponibilidad en la página WEB de la RED-SIID (http://www.csuca.ac.cr).
- Mayor interés en la cooperación regional.
- Innovación en los servicios documentales para optimizar los recursos.
- Interés por un mejor posicionamiento en el ámbito universitario.
- Mejor comunicación entre autoridades universitarias y funcionarios de las bibliotecas.
- En lo concerniente a la interconexión telemática se destacan los siguientes

logros:

- Toma de conciencia acerca de la importancia de optimizar la interconexión, para facilitar el flujo de la información en los niveles local, regional e internacional.
- Interconexión regional de las 15 bibliotecas centrales mediante la dotación del equipo informático básico, así como del software de operación y aplicación necesario para la integración.
- Desarrollo de aplicaciones informáticas integradas en algunas universidades.
- Mejor utilización de la infraestructura informática disponible en cada biblioteca.

En relación con la capacitación y a pesar de no existir una evaluación sistematizada de los logros de los cursos impartidos sobre: gerencia y gestión de la información, cultura informacional, planificación estratégica, control documental, formulación de proyectos y control de calidad, se observa un gran interés por continuar recibiendo cursos sobre diferentes temas que atañen a la disciplina y que favorecen la estructuración de mejores y nuevos servicios. Algunos directores han optado por matricular planes de estudio conducentes a maestrías.

En lo referente al desarrollo de colecciones se analizó la posibilidad de integrarlas a nivel centroamericano, de acuerdo con: campos de conocimiento, número de estudiantes, desarrollo de proyectos académicos por especialidad y, grados y posgrados académicos que se imparten.

En cuanto al acceso y disponibilidad de los acervos documentales se pensó en privilegiar el formato electrónico y en la normalización del análisis de los documentos, para facilitar la transferencia de información.

Sobre las ausencias observadas, se destaca:

- Una gran carencia de encuentros de alto nivel en la región que pongan en contacto a los profesionales centroamericanos, con los avances logrados en las ciencias de la información. Países como México y Brasil discuten temas de gran actualidad y en Centroamérica se espera que estos países sinteticen la información de esos encuentros y la publiquen para accederla. Además, en México, Chile, Estados Unidos de América y España, entre otros, han desarrollado proyectos para insertarse en la sociedad de la información. En América Central esa discusión aún está pendiente.
- La necesidad de generar experiencias propias en asuntos tales como la digitalización y análisis de tiempo, selección de la información por costos, evaluación de experiencias similares en otros países, de acuerdo con los recursos humanos y tecnológicos de la región y no aplicando experiencias externas ajenas a la realidad centroamericana.
- La urgencia de generar encuentros multidisciplinarios de análisis entre especialistas sobre aspectos que están provocando cambios en principios teóricos, metodológicos, sociológicos y tecnológicos de la organización, transferencia, accesibilidad, disponibilidad y uso del conocimiento de materiales registrados, impresos y digitalizados.
- La importancia de organizar los sistemas de información documental en aquellas universidades que aún no los han organizado.

En la actualidad, se trabaja en una segunda etapa para fortalecer las oportunidades, aminorar las debilidades y amenazas en relación con los sistemas de información documental universitarios y apoyar la biblioteca global.

Un Sistema De Información Regional

A pesar del potencial papel protagónico de las bibliotecas nacional y públicas en las comunidades centroamericanas, la labor de las bibliotecas en general, se ve desdibujado por múltiples causas: los escasos presupuestos para adquirir colecciones, el poco interés de los autores nacionales por fortalecer los acervos documentales con sus obras y la escasez de personal capacitado que oriente los servicios de las bibliotecas, hacia actividades que faciliten a la comunidad, el análisis conjunto del desarrollo humano, económico y social de la región.

Si se contara al menos con una biblioteca en cada comunidad que colabore con la conducción de debates sobre los problemas comunitarios y sobre las posibles soluciones que podrían establecerse, se obtendrían mejores ciudadanos y mejores comunidades y, consecuentemente, países más pacíficos, más solidarios, y con ello el hambre y la delincuencia se verían disminuidos en un alto porcentaje (Miranda, 1998, p. 140).

En consecuencia, fortalecer la biblioteca global permite preservar la identidad centroamericana porque muestra sus tradiciones y costumbres. De igual manera, el cambio violento que provocan las nuevas tecnologías en los individuos podría favorecer el desarrollo de esa identidad y cuestionar todo el proceso de hibridación y mestizaje cultural en la región. Además, la cadena científica del sistema de información documental de la región (director, autor, consumidor, productor, bibliotecólogo y usuarios) en estrecha relación con la biblioteca global sería el faro que disemine las identidades de la región y contribuya a su integración.

La Biblioteca Global Y La Región Centroamericana

La biblioteca global brindará la posibilidad de aprovechar, en la región centroamericana, las aplicaciones de las tecnologías de la información para:

- Generar políticas y lineamientos sobre acceso y disponibilidad de la información autóctona de los grupos étnicos, sociales, nacionales y regionales y garantizar la integridad y preservación de los datos.
- Perfilar la identidad cultural de las diferentes localidades y grupos sociales.
- Disminuir las diferencias de acceso y disponibilidad de información autóctona de los grupos sociales.
- Facilitar a los ciudadanos del mundo el acceso a la información autóctona centroamericana en forma global, pero resaltando las particularidades locales y regionales.
- Capacitar a los funcionarios de las unidades de información documental de América Central, para que los servicios que ofrezcan, tengan la misma calidad de aquellas regiones donde los servicios cuentan con valor agregado.
- Incrementar la credibilidad en el potencial creativo del personal bibliotecológico.
- Desarrollar una infraestructura informacional centroamericana, de manera que se pueda fortalecer la biblioteca global.
- Promover la generación de un instituto de investigación bibliotecológico regional.
- Fortalecer los vínculos con editores, publicadores y otros.
- Estrechar los vínculos entre los bibliotecólogos y los profesionales de sectores tecnológicos.
- Establecer convenios con archivos y museos centroamericanos para desarrollar portales conjuntos sobre la identidad centroamericana.
- Garantizar que las unidades de información documental integrantes de la

biblioteca global ejerzan liderazgo en la comunidad.

En síntesis, la biblioteca global asegura la presencia de la región centroamericana en la sociedad de la información y da a conocer la forma en que se genera y evoluciona su identidad. De esta manera, la sociedad civil vivirá un acto distinto y comunicativo que le permitirá conocer las perspectivas y enfoques singulares en que se desenvuelve.

Este mundo global estará integrado por bases de datos gráficas e interactivas, con imágenes tridimensionales, animación, sonido y movimiento, que puede ser explorado en tiempo real, pero que transcurre en un ambiente virtual, ya que todo sucede en una pantalla, en un "no lugar". Para el filósofo mexicano Antulio Sánchez, el ambiente virtual expresa lo inmaterial, o bien una especie de espejo de la realidad. Sin lugar a duda, ese espejo de la realidad lo proporciona internet (1997, p. 65) que es un nuevo medio, un fenómeno cultural, una herramienta para unir al mundo y un gran democratizador para el acceso a las bibliotecas (Dowlin y Loestscher, 199, p.1).

Plan De Accion Para Fortalecer La Biblioteca Global

Partiendo de las oportunidades que brindaría una biblioteca global, de la experiencia acumulada y de los espacios logrados en la región, se realizarán las siguientes actividades:

1. Identificación y clasificación de las unidades de información documental líderes centroamericanas, por sectores que puedan impulsar la biblioteca global en la región centroamericana.
2. Conformación de una estructura orgánica a nivel nacional y regional, con los órganos colegiados necesarios para apoyar la biblioteca global, en América Central: Asamblea, Consejo Director, Comité coordinador/asesor.
3. Elaboración de un diagnóstico del ambiente documental centroamericano que permita conocer la realidad de las bibliotecas y proyectar acciones de acuerdo con esas circunstancias y
4. La conformación de una metodología propia para la ejecución de la actividades.

Se plantean las siguientes acciones para apoyar la biblioteca global.

1. Trabajar con los recursos existentes en cada país para:

1. Crear el catálogo colectivo centroamericano en línea (OPAC) de todos los títulos de información autóctona existentes en las bibliotecas.
2. Identificar, procesar y divulgar la producción cultural autóctona centroamericana.
3. Firmar convenios entre las bibliotecas, museos y archivos para facilitar el acceso y la disponibilidad de la información autóctona de América Central entre las bibliotecas.
4. Implementar un "clearinghouse" de documentos autóctonos de América Central.
5. Fortalecer la estructura telemática de cada biblioteca líder centroamericana, de manera que permita la interconexión total de la red y el intercambio de información.
6. Brindar mejores servicios a los consumidores de la información autóctona centroamericana.
7. Capacitar al personal que labora en las bibliotecas líderes centroamericanas con un efecto multiplicador.
8. Formular planes operativos regionales.

9. Conformar en cada país, grupos multidisciplinarios que propicien un ambiente informacional centroamericano y que apoyen el fortalecimiento de la biblioteca global.

2. Gestionar recursos a través de la formulación de proyectos novedosos, pertinentes y atractivos que permitan:

a. Apoyar la biblioteca global desde la región centroamericana para que facilite, inicialmente, el acceso y disponibilidad de:

1. Bases de datos de personajes ilustres centroamericanos que incluyan nombre, título académico, idiomas, especialidad, publicaciones, lugar en que trabaja, etc.
2. Acceso a la producción intelectual autóctona: libros, revistas, actas, políticas, lineamientos, proyectos académicos, acuerdos internacionales, tesis de grado, etc.
3. Conformación virtual y real de un instituto de investigación de información documental en América Central.
4. Creación de planes de estudios a distancia de educación formal y continua que pueda ser desarrollado utilizando las facilidades telemáticas.
5. Acceso digital a la producción documental autóctona disponible en el "clearinghouse" centroamericano.
6. Desarrollo de ambientes informacionales tales como foros, carteleras, tertulias que posibiliten vía internet, el acceso y discusión de la problemática centroamericana y el fortalecimiento cultural regional, enfatizando la cinematografía local, tradición oral, historia oral, archivos, etc.

b. Digitalizar la producción autóctona centroamericana de acuerdo con la legislación internacional sobre derechos de autor.

c. Adquirir colecciones digitalizadas que puedan ser accesadas y estar disponibles en todas las bibliotecas centroamericanas.

d. Elaborar un proyecto de metadatos que permita dar a conocer y normalizar los diferentes "sitios web" existentes en la región centroamericana y formar parte de los proyectos de información electrónica.

e. Contar con tecnología de punta para el desarrollo de aplicaciones informacionales de utilidad para la región y para la humanidad.

Estrategias

Para la consolidación de la biblioteca global se deben establecer las siguientes estrategias:

1. Reconceptualizar las bibliotecas líderes centroamericanas en escenarios virtuales experimentales de libre acceso y disponiblidad de la información centroamericana, que conduzcan al desarrollo de un prototipo de biblioteca miembro de la biblioteca global, para los países en desarrollo.
2. Fomentar y apoyar la cooperación entre las diferentes bibliotecas y grupos de investigación que contribuyan a desarrollar la sociedad de la información, para mejorar la calidad de vida y una mejor proyección a la sociedad actual (calidad educación, aspectos económicos, sociales, tecnológicos, etc.).
3. Promover el consenso de las bibliotecas líderes para apoyar el desarrollo de la cultura centroamericana en la sociedad de la información.

4. Intercambiar experiencias en el nivel mundial mediante el uso de la biblioteca global, implementando el concepto de sesiones virtuales de análisis cultural.
5. Racionalizar los recursos regionales para un mayor aprovechamiento de los mismos utilizando la infraestructura instalada en cada país.
6. Fomentar y divulgar las prácticas más exitosas en la captura de la información autóctona centroamericana que contribuyan a una mejor utilización de los servicios en la sociedad de la información.
7. Utilizar la infraestructura disponible en cada país, para ofrecer otros servicios a la comunidad civil, tales como información sobre las etnias, los movimientos sociales y culturales centroamericanos, mediante convenios con las instituciones encargadas de esos asuntos.
8. Evaluar, por parte de los usuarios, de los resultados del proyecto, de manera que se estudien sus aciertos y desaciertos. En síntesis, se propone: digitalizar la información autóctona centroamericana, desarrollar mejores colecciones nacionales, crear un "clearinghouse" centroamericano, plantear un instituto de investigación bibliotecológica e implementar una carrera regional en ciencias de la información.

Al ejecutar estas acciones se contará con una biblioteca global que dé a conocer la identidad centroamericana, para lo cual se requerirá, además de recursos financieros, del apoyo y el compromiso de las autoridades de la región y de los funcionarios involucrados.

Resultados Esperados

1. Lograr un prototipo de biblioteca miembro de la biblioteca global que pueda ser emulado en cualquier región en desarrollo.
2. Desarrollar herramientas colectivas tales como: catálogos colectivos de información autóctona, para facilitar el flujo de información en /sobre la región.
3. Crear un directorio de personajes ilustres e instituciones líderes para dar a conocer y compartir sus logros con colegas de otras latitudes.
4. Centralizar una copia de las bases de datos de información autóctona centroamericana.
5. Normalizar técnicas, procedimientos y crear un comité de normalización para facilitar la transferencia de información.
6. Racionalizar la creación de nuevas unidades de información documental al contar con una biblioteca global.
7. Establecer contacto con las escuelas de bibliotecología para apoyar la biblioteca global, con la formulación y ejecución de proyectos de investigación, con el apoyo de los académicos y estudiantes.
8. Fomentar la actualización de los profesionales a través de teleconferencias, encuentros, foros de discusión, con base en una agenda de temas de actualidad.
9. Dotar a las bibliotecas líderes de cada país con la infraestructura básica para garantizar la interconexión entre bibliotecas.
10. Establecer mecanismos que permitan reuniones periódicas, nacionales y regionales entre grupos multidisciplinarios de cada biblioteca miembro de la biblioteca global, utilizando la red.
11. Implementar comités institucionales que promuevan la actualización, cumplimiento de las políticas documentales y la sostenibilidad de la biblioteca global.
12. Editar un disco compacto con las bases de datos autóctonas centroamericanas, para disminuir costos de interrogación remota y ampliar la diseminación selectiva de la información autóctona a otras regiones.
13. Promover la formulación de proyectos documentales para intercambiar

información, servicios y experiencias con otros organismos internacionales.

Conclusiones

Existen, nadie lo duda, bibliotecas nacionales, públicas, académicas, escolares, infantiles, etc. en la región centroamericana. Pero, ¿dónde está y quién promueve la información sobre la identidad centroamericana? Si se considera sólo el principio de la misión de cada tipo de biblioteca, se podría decir, que ahí está garantizado el control y disponibilidad de esa información autóctona de la región.

Sin embargo, esas misiones a veces son abstracciones desde las cuales los intelectuales piensan a las bibliotecas, sin enfatizar sus realidades y carencias. Pero, ¿sirven estas categorías para pensar la recuperación y conservación de la información autóctona centroamericana? ¿Promueven las bibliotecas foros de discusión, sobre los violentos procesos de hibridación, que tienen que ver con los comportamientos consumistas que tanto indios como ladinos u otros grupos étnicos hemos adoptado? ¿Se están creando culturas híbridas que son nuevas identidades o se están dando procesos de aculturación?

A pesar de que las identidades son construcciones imaginarias producto del arte, la literatura y el folklore en otras épocas; hoy se contextualizan en otros escenarios textuales e iconográficos apoyados por los medios electrónicos, por lo cual se debe contar con una biblioteca global, que permita posicionar la identidad de América Central, dentro de la urbanización ciberespacial.

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Организационно-методическое обеспечение процесса непрерывного образования в России

(Continuous Education Procedure and Its Organizational-Methodical Ensuring in Russia)

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Abstract:

Проблемы подготовки и переподготовки библиотечных кадров приобретают все большее значение в связи со стремительным внедрением новых технологий, изменений требований потребителей к библиотечно-информационным системам.

Понятно, что разрозненное действие вузов и библиотек по организации процесса обучения и повышения квалификации не могут привести к желаемому результату, каковыми, с нашей точки зрения, является достижение соответствия уровня подготовки библиотекарей состоянию технической базы начала третьего тысячелетия и требованию потребителей.

Поэтому в России большое внимание уделяется продуцированию структур, способных координировать и кооперировать работы в этом направлении.

Основной является Секция библиотечной профессии, кадров и непрерывного образования Российской библиотечной ассоциации (РБА), созданная в 1996 г. по инициативе видного библиотековеда Э.Р. Сукиасяна. Это общественная организация, работающая согласно Положению о деятельности, в котором предусматривается консолидация усилий специалистов по разработке теоретических и методических проблем подготовки кадров. Главные усилия Секция направляет на внедрение новых форм образования, создания информационной базы как основы для распространения прогрессивных идей.

В последние годы при активной поддержке Института "Открытое общество" (фонд Сороса) получили развитие центры непрерывного образования разного уровня.

Так, в Азиатской части России создан и успешно функционирует Сибирский региональный библиотечный центр непрерывного образования (при ГПНТБ СО РАН), выполняющий следующие функции:

- *обеспечение непрерывности образования, повышение профессионального уровня библиотечных работников сибирско-дальневосточного региона;*
- *оказание помощи библиотекам, информационным учреждениям и организациям региона дополнительными образовательными услугами, учебно-методическими и научными разработками;*
- *содействие сокращению расходов библиотек на обучение персонала;*
- *удовлетворение потребностей специалистов библиотек и преподавателей библиотечных учебных заведений в новейшей информации о передовом отечественном и зарубежном опыте, разработка механизма вхождения в информационное пространство сибирско-дальневосточного региона, России и мира;*
- *проведение научных конференций, симпозиумов, семинаров по библиотековедению, библиографоведению, информатике и книговедению на территории сибирско-дальневосточного региона;*
- *участие в обучении слушателей различных курсов и подготовке аспирантов ГПНТБ СО РАН с привлечением ведущих ученых страны, организация стажировок специалистов в других библиотеках, приглашение специалистов по линии обмена.*

Консолидация действий библиотек региона под эгидой ГПНТБ СО РАН и усиление взаимодействия с учебными заведениями представляются перспективными в решении проблемы непрерывного образования библиотекарей. Приступая к созданию Центра, мы понимали, что отдельных мероприятий, даже проведенных на высочайшем уровне, для создания системы недостаточно. Поэтому первоочередной задачей стало создание информационно-методической базы в виде фактографической базы данных (БД) "Лектор" и полнотекстовой БД "Учебники".

БД "Лектор" содержит перечень тем, по которым могут быть проведены занятия со слушателями, сведения о преподавателях, осуществляющих подготовку. Это дает возможность библиотекам региона самим ориентироваться в предлагаемых услугах. В БД "Учебник" установлены тексты учебно-методических пособий по актуальным темам библиотековедения и библиографоведения. Предполагается, что в перспективе эта БД будет трансформирована в дистанционную обучающую систему. БД установлены на сайте ГПНТБ СО РАН и доступны через Интернет (http://info.spsl.nsc.ru), они могут быть использованы международными партнерами.

В Западной Сибири создан и успешно функционирует тренинг-центр (головная организация – Новосибирское библиотечное общество).

Созданная иерархическая система позволяет охватить разными формами обучения достаточно широкий круг специалистов библиотек разных ведомств. Проведенные семинары, программы которых формируются "под заказ" конкретных учреждений, получают высокую оценку участников.

Функционирующие организационные структуры могут и должны быть использованы для развития международного сотрудничества в области непрерывного образования. Формы достаточно разнообразны: участие иностранных специалистов в научных конференциях и семинарах, выступление в качестве треперов на обучающих семинарах, др.

Открытость к сотрудничеству – главный принцип деятельности как Секции РБА, так и центров, о деятельности которых говорилось выше.

Последние годы знаменуются повышенным вниманием к проблемам подготовки и переподготовки библиотечных кадров. Этому способствуют, как изменение экономических условий существования библиотек, так и революционная смена технологических основ их деятельности, связанная, прежде всего, с внедрением автоматизации. Стало ясно, что разрозненные усилия высших учебных заведений, осуществляющих подготовку библиотечных кадров, и библиотек в области повышения квалификации не приводят к желаемому результату, каковым, по нашему мнению, является достижение соответствия между уровнем подготовки библиотекарей, осуществляющих информационно-библиотечное обслуживание, и требованиями общества начала третьего тысячелетия. Осознание этой ситуации привело к продуцированию структур, способных координировать и кооперировать работы в этом направлении.

Одной из них является ***Секция библиотечной профессии, кадров и непрерывного образования Российской библиотечной ассоциации (РБА)***, созданная в 1996 г. Это общественная организация, работающая согласно Положению о деятельности, в котором предусматривается консолидация усилий специалистов по разработке теоретических и методических проблем подготовки кадров. Главные усилия Секция направляет на внедрение новых форм образования, создание информационной базы как основы для распространения прогрессивных идей.

В последние годы получили развитие ***центры непрерывного образования*** разного уровня, созданные, в том числе и при активной поддержке Института "Открытое общество" (фонд Сороса). В основном они функционируют в европейской части России. Например, это "Школа Рудомино" – учебный центр краткосрочного обучения, структурное подразделение Всероссийской государственной библиотеки иностранной литературы (Москва), ведущее большую работу с публичными и университетскими библиотеками, зарубежными партнерами, региональные тренинговые центры Российской Федерации, действующие в Нижнем Новгороде (Фундаментальная библиотека Нижегородского государственного университета), в Твери, в Брянске (Областная универсальная научная библиотека), в Екатеринбурге, работающие в основном со специалистами из библиотек Министерства культуры, Министерства образования. В Казани (Республика Татарстан) Татарский республиканский медицинский библиотечно-информационный центр обеспечивает непрерывное образование работников медицинских библиотек. В Азиатской части страны успешно функционирует тренинг-центр Новосибирского библиотечного общества, работающий с библиотеками Министерства культуры западно-сибирского региона, и **Сибирский региональный библиотечный центр непрерывного образования,** на характеристике деятельности которого мы остановимся подробнее. Центр создан по инициативе и на базе Государственной публичной научно-технической библиотеки Сибирского отделения Российской академии наук (Новосибирск) при поддержке крупнейших научных библиотек сибирского региона. Создан он также, благодаря поддержке института "Открытое общество". Работа центра ориентирована на библиотечно-информационные учреждения различных форм собственности сибирско-дальневосточного региона.

Сибирско-дальневосточный регион – это 2/3 территории России, на которой размещено 5 республик, 4 края, 12 областей, 8 национальных округов. Здесь проживает 32,8 млн человек – более 20 % населения страны. Этот регион занимает ведущее место в экономике стран Содружества Независимых Государств (СНГ) и России по производству многих важнейших продуктов. Развит здесь сырьевой сектор и оборонный, научно-образовательный и сельскохозяйственный. При этом наблюдается отставание сибирско-дальневосточного региона от районов европейской части в решении социальных задач. Ученые отмечают, что происходит потеря потребителей культуры и их расслоение. Нужен новый подход к созданию и функционированию учреждений сферы культуры. От организационно-функционального необходим переход к социальному подходу, к переориентации учреждений на реальную жизнь людей, их интересы и ценности. Тем более что уже выявились проблемы и противоречия во взаимоотношениях населения со сферой культуры, между уровнем их развития и современными требованиями. Успешная реализация социальных задач зависит от условий функционирования учреждений культуры, в том числе и библиотек.

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Здесь работают свыше 12 тыс. массовых (публичных) библиотек, около 2 тыс. научно-технических, свыше 80 академических (Сибирского отделения Российской академии наук и Дальневосточного научного центра Российской академии наук), более 140 медицинских, около 100 сельскохозяйственных, почти 1000 библиотек высших и средних специальных учебных заведений.

Побудительной причиной создания Центра явилось то обстоятельство, что в условиях экономической нестабильности библиотеки оказались в крайне сложной ситуации. Действующая система переподготовки кадров, основные звенья которой находились и находятся сейчас в городах Москве и Санкт-Петербурге, значительно удаленных от сибирско-дальневосточного региона, оказалась финансово недоступной. Местные курсы повышения квалификации либо перепрофилированы, либо не могут обеспечить обучение слушателей, например, современным информационно-библиотечным технологиям, организационно-правовым аспектам управления библиотеками и т.д., из-за отсутствия подготовленных преподавательских кадров.

Выбор ГПНТБ СО РАН в качестве базы для создания Центра был не случаен. Организационным базисом создания центра явился наработанный опыт координационной деятельности. С 1966 г. функционирует под эгидой ГПНТБ СО РАН Объединение научных и специальных библиотек Сибири и Дальнего Востока, в которое входят библиотеки различной ведомственной принадлежности – Сибирского отделения Российской академии наук, Министерства культуры (областные, краевые, республиканские), крупные специальные библиотеки, библиотеки–методические центры библиотек вузов Западной, Восточной Сибири и Дальнего Востока (научные библиотеки трех старейших и ведущих университетов – Томского, Иркутского и Дальневосточного). Именно библиотечное взаимодействие во многом обусловило процессы, происходившие в научных библиотеках региона, и основные направления их деятельности. Координируется работа в области формирования фондов и депозитарного хранения, межбиблиотечного абонемента, информационно-библиографического обслуживания, проведения научно-исследовательской работы, повышения квалификации библиотечных работников. Необходимо признать, что в последние годы, под воздействием изменений, происходящих в обществе, в связи с переходом на рыночную экономику, взаимодействие библиотек по ряду направлений ослабло, но **повышение квалификации и переподготовка кадров является на настоящем этапе стержнем регионального взаимодействия.** Сформированная за многие годы действующая система подготовки и переподготовки кадров (см. рис. 1) всегда была ориентирована не только на сотрудников ГПНТБ СО РАН, но и на специалистов из научных библиотек и вузов культуры сибирско-дальневосточного региона.

Система подготовки и переподготовки кадров
в ГПНТБ СО РАН

Подготовка специалистов с высшим образованием	Кафедра профилирующих дисциплин Кемеровской государственной академии культуры и искусств (с 1989 г.) Гуманитарная кафедра НГУ
Подготовка специалистов высшей квалификации	Аспирантура (с 1967 г.) (очная, заочная) Диссертационный Совет К 200.51.01. Специальности: 05.25.03 "библиотековедение и библиографоведение и книговедение" (педагогические и исторические науки); 05.25.05 "информационные системы и процессы; правовые аспекты информатики" (технические науки) (с 1996 г.)
Переподготовка специалистов с высшим образованием	Секция библиотечной профессии и непрерывного образования объединения научных и специальных библиотек Сибири и Дальнего Востока (с 1966 г.) Сибирский региональный библиотечный центр непрерывного образования (с 1998 г.)

Рис. 1

Кадровый состав, сформированный в ГПНТБ СО РАН, способен проводить обучение работников библиотек по многим направлениям. При штате 500 человек здесь работают 3 доктора и 23 кандидата наук, имеющих опыт научной работы и преподавательской деятельности.

Более того, являясь крупнейшей библиотекой Азиатской территории России (фонд 14 млн экз.), ГПНТБ СО РАН обладает всеми необходимыми ресурсными возможностями для осуществления подготовки и переподготовки кадров.

Здесь освоены и находятся в промышленной эксплуатации технологии подготовки электронного каталога (ведётся с 1992 г., насчитывает свыше 300 тыс. записей), документальных баз данных региональной тематики, обзорно-аналитической информации и т.п. Автоматизированы процессы межбиблиотечного абонемента, международного книгообмена. Внедрена электронная доставка документов. Библиотека не только использует ресурсы Интернет, но и является полноправным членом сети, выставляя на сервере собственные базы данных (БД), в т.ч. и с использованием протокола Z 39-50. На этой основе развиваются практически все известные формы информирования потребителей.

Обязательным для базового центра компонентом, является развитая материально-техническая и учебно-методическая база. В нашем случае, не говоря уже о здании и оборудовании, – это класс Интернет, открытый в 1997 г. при содействии фонда Сороса, редакционно-издательский центр, учебно-методический кабинет библиотековедения со специализированным фондом отечественной и зарубежной литературы по библиотековедению, библиографоведению,

книговедению и информатике (фонд 16 тыс. ед. хр.). В фонде представлены отечественные и иностранные книги, периодические и продолжающиеся издания, авторефераты диссертаций, кандидатские диссертации сотрудников, защитивших их в диссертационном совете ГПНТБ СО РАН, материалы конференций и совещаний, ГОСТЫ системы "СИБИД", неопубликованные материалы ГПНТБ СО РАН и НИО Информкультуры. Относительно богат фонд иностранных журналов по книжному делу. Среди них известные всем "British Library News", "College and Research Libraries ", "College and Research Libraries News", "Information World", "IFLA Journal ", "Internet", "Journal Education for Library and Information Science", "The Library Quarterly", "Library trends", "Research Bulletin", "Managing Information Newsletter", "Journal of Library Administration", др. Развита система каталогов и картотек и соответствующие БД (это БД трудов сотрудников ГПНТБ СО РАН, БД публикаций (аналитической росписи изданий) по библиотековедению, библиографоведению, книговедению и информатике).

Мы отдаём себе отчёт в том, что усилиями одной, пусть и мощной библиотеки, потребности в образовательных услугах не могут быть удовлетворены. Необходима консолидация сил всех учреждений, заинтересованных в развитии научного и кадрового потенциала, координация их действий. Задачи, стоящие перед Центром – это:

- обеспечение непрерывности образования, повышение профессионального уровня библиотечных работников сибирско-дальневосточного региона;
- оказание помощи библиотекам, информационным учреждениям и организациям региона дополнительными образовательными услугами, учебно-методическими и научными разработками;
- содействие сокращению расходов библиотек на обучение персонала;
- удовлетворение потребностей специалистов библиотек и преподавателей библиотечных учебных заведений в новейшей информации о передовом отечественном и зарубежном опыте, разработка механизма вхождения в информационное пространство сибирско-дальневосточного региона, России и мира;
- проведение научных конференций, симпозиумов, семинаров по библиотековедению, библиографоведению, информатике и книговедению на территории сибирско-дальневосточного региона;
- участие в обучении слушателей различных курсов и подготовке аспирантов ГПНТБ СО РАН с привлечением ведущих ученых страны, организация стажировок специалистов в других библиотеках, приглашение специалистов по линии обмена.

Согласно Положению о деятельности Центра, он является структурным подразделением ГПНТБ СО РАН, непосредственное руководство которым осуществляет руководитель Центра и его заместители по основным направлениям работы.

Для определения основных направлений региональной политики в области непрерывного образования и координации учебной, научно-методической, информационной и издательской деятельности при центре создан Консультационный Совет, членами которого являются представители научных библиотек сибирского региона (Кемеровская областная универсальная научная библиотека, Алтайская краевая научная библиотека, Национальная библиотека Республики Саха, Центральная научная сельскохозяйственная библиотека Сибирского отделения Россельхозакадемии, Кемеровская государственная академия культуры и искусства). Взаимодействие с библиотеками региона по организации обучения регламентируются договорами о сотрудничестве, которых в настоящее время заключено 11. Это Иркутская, Кемеровская областные, Красноярская, Алтайская краевые, Национальные библиотеки Республики Саха (Якутия) и Республики Хакасии, Агинская окружная библиотека, Дальневосточная государственная научная библиотека, Научная библиотека Иркутского госуниверситета, Кемеровская государственная академия и Алтайский государственный институт искусств и культуры.

Центром разработан пакет планово-организационной документации. На сайте ГПНТБ СО РАН размещена и постоянно пополняется информация о его работе (http://www.spsl.nsc.ru).

Учитывая то обстоятельство, что деятельность центра ориентирована на территориально-удалённые учреждения, в первую очередь были созданы и установлены в сети Интернет базы данных, являющиеся информационно-методической основой его деятельности. Прежде всего, это фактографическая *БД "Лектор"* – открытая БД, в которой помещаются сведения о тематике лекций, данные о лекторах, что дает возможность библиотекам территорий формировать тематику обучения в зависимости от своих потребностей и возможностей. Сейчас в ней зафиксированы темы лекторов ГПНТБ СО РАН, ГПНТБ России, Библиотеки по естественным наукам Российской академии наук, Кемеровского и Алтайского, Восточно-Сибирского и Хабаровского государственных вузов искусств и культуры, осуществляющих подготовку библиотечных специалистов. В полнотекстовой *БД "Учебник"* установлены тексты учебно-методических пособий по актуальным темам библиотековедения и библиографоведения. Сейчас учебно-методических пособий 5, в 2000 г. планируется подготовка еще 3. В перспективе эта БД будет трансформирована в *дистанционную обучающую систему*. Это потребует разработки программного обеспечения гипертекстовой системы дистанционного обучения с проверкой и оценкой усвоения материала; создания пользовательского интерфейса доступа к учебным пособиям через Интернет; установки системы на Web-сервере ГПНТБ СО РАН и ввод ее в работу сначала в экспериментальном режиме, а потом – в промышленном. Внедрение системы дистанционного обучения позволит: библиотечным сотрудникам повышать свою квалификацию без отрыва от работы; обучаться в индивидуальном темпе под наблюдением опытного консультанта; получать доступ к новым разработкам; самостоятельно проводить контроль качества своего обучения. Дистанционное обучение библиотечных работников страны с использованием разработанной системы будет производиться по каналам связи с Web-сервера ГПНТБ СО РАН бесплатно.

Информация, размещенная в БД сейчас, активно изучается пользователями. Об этом позволяет судить число обращений к БД. За 7 месяцев работы 1999 г. число посещений БД из библиотек региона составило 885, число пользователей – 140 ("Учебники" – 406/94, "Лектор" – 479/46) (из библиотек Москвы, Томска, Новосибирска, Красноярска, др.). За январь, февраль **2000 г.** число посещений БД "Учебники" – 179, БД "Лектор" – 143. Мы надеемся, что эти БД станут общероссийским достоянием, и в их наполнении примут участие, прежде всего, члены секции библиотечной профессии, кадров и непрерывного образования Российской библиотечной ассоциации, библиотеки, вузы и все специалисты, в том числе зарубежные партнеры, заинтересованные в проведении мероприятий в библиотечно-информационных учреждениях сибирско-дальневосточного региона. Мы с благодарностью рассмотрим их предложения.

Но главное для библиотек региона, сотрудничающих с Центром, – это, конечно, проведение *выездных семинаров*, возможность возобновить которые, дал грант ИОО. Уже отчитаны лекции на курсах повышения квалификации по приглашению Кемеровской областной научной библиотеки (один раз в 1999 и трижды в 2000 гг.). Проведен семинар для специалистов библиотек Иркутска (дважды – также в 1999 и 2000 гг.), на каждом из которых присутствовало около 60 человек – из Иркутской областной научной библиотеки, Научной библиотеки Иркутского государственного университета, библиотек академической сети. Помимо лекций по проблемам формирования фондов отечественной и иностранной литературы, внедрения автоматизированных технологий, в частности, особенностей современных программных средств, возможностей электронной доставки документов, использования сети Интернет, были проведены практические консультации. Программа семинара в Якутске для сотрудников библиотек Республики Саха (1999 г.) формировалась также с учетом пожеланий принимающей стороны. Поэтому в нее помимо проблематики, связанной с использованием современных технологий, вошли вопросы по организации научно-исследовательской работы, экономико-правовой деятельности библиотеки, социально-психологическим основам руководства кадрами. Практические занятия по работе в сети Интернет были проведены на базе Института космофизических исследований и аэрономии СО РАН. Число участников семинара превысило

100 человек – представителей библиотек Министерства культуры Республики Саха, вузовской и академической сети. Проведены подобные семинары в Красноярске, Томске (1999 г.). Здесь же обсуждались проблемы формирования библиотечных фондов. Заинтересовали слушателей из библиотек и вузов культуры курсы по истории книжного и библиотечного дела в России (Барнаул, Кемерово, 2000 г.), экономике библиотечного дела (Барнаул, 2000 г.), грантоведению (Барнаул, Кемерово, 2000 г.) и др. За год с небольшим проведено более 10 выездных семинаров. Принципиальным, с нашей точки зрения, является то, что темы семинаров определяются самими библиотеками, обучение сотрудников которых мы осуществляем. Более того, выехав бригадой лекторов в 3– 4человека, мы имеем возможность обучить большую аудиторию слушателей (от 50 до 100 человек). Причем каждый тренер обучает по 15–20 человек, занятия всех групп проводятся в одно и то же время в разных классах.

С помощью Института "Открытое общество", совместно с Западно-Сибирским тренинг-центром, функционирующем при Новосибирском библиотечном обществе, в ноябре 1999 г. проведен семинар-тренинг "Интернет в библиотеке", позволивший подготовить 18 тренеров (обучающих в своих регионах) из библиотечно-информационных учреждений различной ведомственной принадлежности. Проведен научно-практический семинар организаторов непрерывного образования. Тема семинара: "Руководитель библиотеки: непрерывное образование в условиях перемен" (октябрь 1999 г.), который, как мы надеемся, помог найти новые повороты в развитии этого направления.

В работе приняли участие почти 100 специалистов из Казани, Челябинска, Новосибирска, Иркутска, Якутска, Томска, Красноярска, Абакана, Кемерова, Барнаула, Хабаровска, других городов Сибири и Дальнего Востока, а также директор "Школы Рудомино" (ВГБИЛ) (Москва), представители Российской государственной библиотеки (Москва), Российской национальной библиотеки (Санкт-Петербург), Академии переподготовки работников искусства, культуры и туризма (Москва) и др. Необходимо отметить высокий профессиональный уровень собравшихся – из 98 участников семинара 2 доктора и 25 кандидатов наук.

Семинар проводился в виде тематических заседаний. Рассматривались факторы формирования экономико-правовой, информационной культуры руководителя библиотеки; опыт управления персоналом в конкретных библиотечно-информационных учреждениях различных систем и ведомств. Во многих докладах была дана характеристика состояния кадровых ресурсов и системы непрерывного образования в национальных и областных библиотечных центрах, освещался опыт работы вузовских библиотек, а также опыт взаимодействия библиотек и учебных заведений. С большим интересом участниками обсуждалась роль фондов и общественных организаций в поддержке библиотек и непрерывного библиотечного образования, в т.ч. на международном уровне. На семинаре были подведены первые итоги деятельности Сибирского регионального библиотечного центра непрерывного образования. По результатам работы были приняты рекомендации, предусматривающие, в том числе, активизацию участия библиотек в работе Центра.

Кроме семинаров разных форм Центром практикуется также проведение стажировок (В 1999 г. на базе ГПНТБ СО РАН их проведено восемь).

Говоря о перспективах деятельности Центра, нельзя обойти проблему его финансирования. Грант, выделенный фондом Сороса, помог на стадии организации, благодаря ему проведён ряд семинаров, о которых рассказывалось выше, продемонстрированы библиотечному сообществу возможности по обучению, которыми располагает регион. На настоящем этапе библиотеки, формируя заявки на проведение семинаров, берут на себя оплату приезда преподавателей, организацию аудитории, техническое обеспечение процесса. Возникшее осознание новых возможностей позволяет говорить о том, что деятельность Центра будет развиваться, и уже сейчас можно констатировать, что созданная иерархическая система обучения позволяет охватить достаточно широкий круг специалистов библиотек разных ведомств. Проведенные

семинары, программы которых формируются "под заказ" конкретных учреждений, получают высокую оценку участников.

Напомним, что Сибирский региональный библиотечный центр непрерывного образования работает в структуре академической библиотеки – ГПНТБ СО РАН, но осуществляет повышение квалификации специалистов библиотек различной ведомственной принадлежности. Это и публичные библиотеки Министерства культуры, и библиотеки вузов, и научные специальные библиотеки, расположенные на территории значительно удаленного от центра сибирско-дальневосточного региона. С нашей точки зрения, организация системы непрерывного образования, в рамках деятельности которой осуществляется переподготовка библиотекарей из библиотек не одного, а сразу нескольких ведомств, эффективна. Это позволяет обмениваться мнениями и решениями в подходах по формированию и предоставлению пользователям библиотечно-информационных ресурсов региона. При сотрудничестве с крупнейшими библиотеками страны, являющимися методическими центрами указанных библиотек, расположенными в Москве и Санкт-Петербурге, деятельность центра может стать более плодотворной. Точек соприкосновения здесь несколько: это и проведение совместных выездных обучающих семинаров, и издание учебно-методических пособий, пополнение соответствующих Б/Д, др. В дальнейшем, с нашей точки зрения, функционирующий Сибирский региональный библиотечный центр непрерывного образования должен получить статус самостоятельной межведомственной организации, осуществляющей переподготовку специалистов библиотек различных форм собственности региона. Консолидация его действий с подобными центрами других регионов России представляются перспективными в решении проблемы непрерывного образования библиотекарей.

Функционирующие организационные структуры могут и должны быть использованы для развития международного сотрудничества в области непрерывного образования. Формы достаточно разнообразны: участие иностранных специалистов в научных конференциях и семинарах, выступление их в качестве тренеров на обучающих семинарах, др.

Открытость к сотрудничеству – главный принцип деятельности как Секции РБА, так и центров, о деятельности которых говорилось выше.

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The Kulturarw3 Project - The Royal Swedish Web Archiw3e - An example of "complete" collection of web pages

Allan Arvidson, Krister Persson *Project Kulturarw*[3]
and
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Paper

In 1661 the Royal Library (Kungl. biblioteket, abbreviated KB) was assigned the task of collecting all Swedish printed publications. Since then KB has collected, preserved and given access to an important part of our cultural and historical heritage. In the future an increasing amount of material will be published on the Internet, and only on the Internet. If the Royal Library is going to continue to fulfil its historic role, the activities must be widened to encompass also what is published electronically. In 1996 KB inaugurated a project, entitled Kulturarw[3] (The Swedish Archiw[3]e) to address those issues. The aim of the project is to test methods of collecting, preserving and providing access to Swedish electronic documents, which are accessible on line in such a way that they can be regarded as published.

Since the start of the project there have been made seven complete downloads of the Swedish web. Currently, the collection comprises about 65 million items. About half of them are text documents, mostly html and plain text. Through this project KB is also laying the foundations of a collection of Swedish electronic publishing for our time and for coming generations.

Collecting the web

How?

There are basically two approaches to how to collect electronic documents: First, there is the comprehensive approach. In this approach the goal is to collect everything on the Internet by means of automatic software. Second, there is the selective approach where documents deemed worthy of preservation are selected by humans.

The Kulturarw^3 project has chosen the comprehensive approach for several reasons. One doesn't know what information future generations will consider important. It also requires humans to make the selection, i e. it demands manpower. Computer storage is also getting cheaper. In fact it is probably cheaper to collect everything than to take only a selection. Also, in the legal deposit material there is no selection.

What?

The next question to ask is what to collect.The first problem is to define what is Sweden on the Internet. There is no clear definition. In this project we define Sweden as 1) everything that has a server address ending on .se, 2) generic top-level domains (com, org and net) registered with a Swedish address or telephone number, 3) Swedish domains under .nu (Niue, nu means now in Swedish). There is no selection on document type, i.e. all picture, sound and other file types are collected.

It should be noted that it is very difficult, if not impossible, to be complete. There will always be webservers which are not found, Swedish material residing on servers registered under the "wrong" country code etc.

Strategy

The collection strategy is to take snapshots a couple of times a year. The collecting robot starts with an empty collection and harvests every page once and then stops. In this way a complete copy of the Swedish web is stored each time. To be a real "snapshot" the collection time should be as short as possible. In practice it takes a couple of months. The limiting factor is the big websites, which it takes a long time to harvest completely.

To collect a few times year is of course inadequate for eg web newspapers. For such material we will in the future try to get every issue. In general we need to distinguish between different material: the daily papers will be harvested every day, the weekly every week and so on. There is also the possibility to have the search robot automatically check how often certain material change and adjust its schedule accordingly.

Problems

Another problem is pages that demand some form of interaction from the visitor. Such material is generally lost since a software program can't fill in key words in a data field. An extreme example are sites which require you to download a plug-in to be able to navigate the site.

When visiting the websites we obey instructions about what to acquire and index which the servers supply, i.e. robots.txt files and robots metadata. However, such data are usually made up with an indexing robot in mind. Often pictures and short-lived material are blocked for access on the grounds that you cannot index pictures and it doesn't make sense to index very short-lived pages; before it is

indexed and loaded into the database it has disappeared from the server. In this project, however, it is important to get such material. There are many cases where we would like to ignore such instructions. We choose to obey them since at present the legal framework for our activity is unclear. Also, we believe that in the long run it will pay off to be nice to people and obey "netiquette".

There are also problems with authenticity since a page usually is made up of several objects and they, by necessity, are harvested at different times. Suppose a page is gathered at a certain time. This page happens to have an inline picture. For some reason some macroscopic time passes before the picture is acquired. Meanwhile (between getting the main page and getting the picture) an update is made of the page in which both the text of the page is modified and the picture is exchanged for a new one. This will mean that in the archive we will associate the wrong picture with the text, i.e. we will reconstruct a page that never existed! Acquiring all inline material as soon as possible reduces this problem.'

Sweden on the web

Since the start of the project seven downloads of the Swedish web has been done, the first in summer of 1997, the most recent one during the spring of 2000. In the latest complete download, spring 1999, 15 million files were collected corresponding to about 7.5 million pages. The data amounts to about 300 Gbyte/sweep. More than 100 different MIME-types have been found. However, the four most common, text/html, text/plain, image/jpeg and image/gif, comprises about 97% of all documents.Since the first download the number of webservers under .se has risen from 16700 to 37100. Please note that in the first download only webservers found under .se where accessed. In the latest sweep also 25600 non-.se webservers where processed, i.e. about 40% of the total. The increase seems to be somewhat smaller than the 18-months doubling time often quoted for various other Internet related parameters.

Accessing the Material

For the access to the archive we have put priorities on the usual ways to access the web; surfing and free-text search. Less priority has been put on traditional library methods; catalogueing, Z39.50 etc. There are several reasons for this. We believe the users of the archive will be familiar with normal web-related tools and methods. These tools are already available now while many standard library methods are not yet ready for the web material. E.g. catalogueing; the only ways to cataloue the web will be by automatic means, and such software is not yet ready for full scale use.

Also we have decided that no special tools should be needed for accessing the archive. A normal web browser with no plug-ins should be sufficient.

Surfable

The archive must be organised in such a way that navigation in the material (surfing the historic web) is easy. The time aspect adds a further dimension to the web, which might be compared to an ordinary map in two dimensions. Collecting different instances of the web can be resembled with making further map-sheets. Time forms the third dimension making it possible to travel (taking the time-elevator) between different time levels of the web. Surfing the historical web

must be given the added feature of changing time frames. With this possibility it is easy to scan the historical development of a web site. A first version of such an application has been implemented in the Swedish Kulturarw^3 Project.

Searchable
Free-text search is the next access method to be added. Here a lot of commercial and non-commercial software exists. However, indexing our archive has an added complication; the time aspect has to be taken care of. This mean that it will be possible to search for something with the additional condition of a time span, i.e. everything written about The Royal Library in 1998-1999.

Future development
There are many possible future applications. One of the most obvious enhancements is the possibility to search on metadata. When and if methods for automatic generation of metadata and automatic catalogueing are available they can be added as a new way to access the archive.

The archive offer the possibility to do unique research about the web. Different kinds of web statistics may be an interesting fringe benefit. The archive will of course also provide the opportunity to forecast future development of the internet.

Preservation of digital information

Here we will discuss some of the more technical aspects of the archive. When organizing the material one has to take into account the way it is supposed to be access. Also the number and sizes of the files plays an important role. At present we have collected about 70 milj files, totaling about 1500 GByte. Soon the number of files will be several hundred millions totaling tens of thousand og GByte. In the latest sweep more then 60000 webservers where accessed. These are important parameters when building the archive.

There are also other demands that the achive must fulfill. Among the most imortant are:

- The original document must never be changed
- Several pieces of metadata must be stored about each object. E.g URL and time stamp.
- The files must be organized in such a way that access is easy.

We have chosen to store all information about an object in one single file. This file is defined as a multi-part MIME file (for a description of the MIME standard see http://www.rfc-editor.org/rfc/rfc1521.txt). The file is divided into three separate parts. The first part contains the metadata associated with the collection process: when it was collected, by what version of the software etc. The second part contains the metadata delivered by the webserver, document type etc. The third part contains the actual content of the document. The name of the file is first a 33 character long character string to which is added a time stamp. The url is not a good name for the file for two reasons. An url can contain special characters which have meaning for a certain computer system and they have different length.

In this way everything know about a certain document is contained in one single file. Nothing outside this file is needed to build the archive. We could loose all databases associated with the archive, from the original files we would be able to

rebuild everything.

We can also add other parts to the file when needed. Suppose we decide to migrate a picture from one image format to another. One possibility would be to add one more part to the file containing the migrated version and a part containing history information about the picture; in particular information about the migration process.

We plan to store files that belong together near each other. In practice this means that all files belonging to a certain webserver will be grouped together. This has the advantage that if a document demanded by the user is on magnetic tape (see below), the whole site will be retrieved. Also, considering the number of files that has to be handled it makes good sense to try to group them together.

For the physical storage we have chosen a tape archive controlled by special software, Hierarchic Storage Management (HSM). The HSM software make files that reside on tape look as if they in fact are on disk. Only when you try to access a file that is on tape the difference is noticed because it takes longer to access it since it first have to be read from the tape and stored on disk. An important concequence of this is that when designing access tools, it must be taken into account that most of the material will not be on fast disks.

Legal

At present there is no public access to the archive because a legal framework is missing. The ministry of education has published a report dealing with legal deposit of electronicly published material. In the report it is proposed that the Royal Library, together with the Archive for Sound and Moving Pictures, is given the task of collecting material published on the internet and that it should be done with the methods now used by the kulturarw^3 project. It is also proposed that a selection of databases on the web are collected.

The report proposes that access to the archive should be given to "researchers affiliated with recognised institutions". The Royal Library, however, thinks that the rules governing the access to the web archive should be same as for other legal deposit material, i.e. also accessible to the public. Which is the intention of the legal deposit law; to secure every citisens right to the free access of information.

As yet there has not been any decisions taken on the proposals.

Contact information

The Kulturarw^3 Project:
Web page: http://kulturarw3.kb.se/

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Towards a database of the Arabic manuscripts in The British Library: a case history

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Paper

Introduction

> "We are all aware of libraries which still wait to announce their accessions of the last hundred years or more."

This comment, made some thirty years ago by the late Professor J. D. Pearson in the preface to his *Oriental Manuscripts in Europe and North America*[1] was certainly relevant to the British Library's collection of Arabic manuscripts, and no doubt to other major academic libraries. In this paper, I wish to discuss a major development in collection access; how the British Library has recently made information about all its Arabic manuscripts effectively accessible and as quickly as possible to its users; how the project evolved; and how the nature of its information forms the basis of a proposed on-line union handlist of Arabic manuscripts in the UK.

Background

Given the size of the British Library's collection of Arabic manuscripts, it is not unsurprising that Pearson's comment has held true for so long. With some 14,000 codices, containing more than 20,000 works, the British Library's collection represents more than half of the total number of some 25,000 Arabic

manuscript codices within UK institutions[2]. It can claim with some justification to be one of the most important of such collections in Europe or North America, both numerically and in terms of quality. In fact, the British Library's collection is actually two historic collections in one, combining the Arabic manuscripts of the old British Museum Library with the holdings of the India Office Library, once part of the British Foreign & Commonwealth Office. Its riches are renowned. Among its many illuminated and illustrated treasures, for example, is what is possibly one of the earliest Qur'an manuscripts dating from the late eighth century AD; the unique seven-volume Mamluk Qur'an, written completely in gold for Sultan Baybars II in Cairo; an early fourteenth century copy of al-Qazwini's Wonders of Creation (*'Aja'ib almakhluqat*); and, among others, a fourteenth century manual of horsemanship (*Kitab nihayat al-su'l wal-umniyah fi'ilm al-furusiyah*).

The formation of what is now the British Library's collection of Arabic manuscripts over the past two centuries or more illustrates the process by which a number of originally private collections came together to form a huge public collection and international resource. This reflects the political, trading and cultural interests of administrators, missionaries, scholars and traders in the Middle East and the Indian subcontinent.

Concerning the old British Museum Library, the most important early acquisitions were the manuscripts collected by Claudius James Rich, a typical administrator-scholar figure of the period, while British resident in Baghdad. His collection of 390 manuscripts was purchased by Act of Parliament in 1825 for just £7,000! Other large collections added to the British Museum Library during the nineteenth century included 328 manuscripts bought from the Austrian traveller Dr Eduard Glaser, consisting mostly of Zaidi literature; 246 manuscripts from the estate of Colonel Robert Taylor in the 1850s, who was successor to Rich as Political Resident in Baghdad; a collection of 198 manuscripts, assembled in Damascus and Cairo between 1849-80 by Alfred Freiherr von Kremer; and 104 manuscripts from E. W. Lane's collection, many of which formed the basis of his celebrated *Arabic-English Lexicon*.

In contrast to the old British Museum Library, more than half of the India Office Library's collection comes from a single source. These are the 1,950 Arabic manuscripts from the so-called 'Delhi collection', representing what remained in the imperial Library of the Mughal dynasty at Delhi in 1858. Other important collections in the India Office Library include 438 manuscripts from the Bijapur collection, the remnant of the Adil Shahi rulers; 94 manuscripts from the Library of Tipu Sultan; 141 manuscripts purchased from the nabob Richard Johnson in 1807; and 72 manuscripts bought from Warren Hastings, the first Governor-General of India, in 1809.

Due to the to the size and diversity of the British Library's holdings of Arabic manuscripts, we must recognise the fact that published catalogues to these collections and to on-going acquisitions have been variously sporadic and uneven in their levels of information, ranging from the fully descriptive, scholarly catalogue to the basic handlist. For example: on the old British Museum side, since Ellis & Edwards's *A Descriptive list of the Arabic Manuscripts*[3] of 1912 there had not been a published British Library handlist of recent acquisitions until Roderic Vassie's classified handlists of Qur'anic sciences, Hadith and Islamic law, published in 1995[4]. To take an example from the India Office Library side: the catalogues dealing with Qur'anic literature, Sufism and Ethics, Fiqh, and Kalam were last published as fascicles between 1930 and 1940[5] - and only as supplements to Otto Loth's 1877 publication

entitled *A Catalogue of Arabic Manuscripts in the Library of the India Office*.[6] It must also be noted that although manuscripts dealing with Qur'anic sciences, Islamic law, Hadith, Kalam and Sufism represent obviously the major part of the British Library's collection - in fact 45% - they do not constitute the whole of the subject make-up and range. 16.5% of the collection is taken up by philosophy, history, geography, ethics and polity. Accounting for 22% of the collection is Arabic language and literature. Included in this broad subject area are Arabic grammar, lexicography, and philology, rhetoric and prosody, poetry and prose, anthologies and literary miscellanies, encyclopaedias of arts and sciences, music and other arts. While the sciences represent 9% of the collection - mathematics, proto-sciences, astronomy and medicine - 7.5% account for literature of other religions and miscellaneous documents. Among these documents are specimens of calligraphy, letters, firmans, and religious endowments (*awqaf*). The literature of other religions includes Arabic texts relating to the Druze, Bahais, Christians and Jews. We must also include in this category manuscripts in the Arabic language, though not in Arabic script, such as Arabic in Hebrew script (Judaeo-Arabic), Arabic in Syriac script (Karshuni) and Arabic in Samaritan script.

While the British Library's current published catalogues of Arabic manuscripts provided published information on some 7,620 manuscripts, representing just over 50 per cent of the total collection, the obvious need was to provide ready information and easy access to the whole of the collection. This situation has improved considerably within the last five years. We are now in a position to offer information on all Arabic manuscripts in the collection through a single point of access, shortly-to-be-published, namely, the *Subject-Guide to the Arabic Manuscripts in the British Library*.

The Microfiching Project

The catalyst for this major development was a massive project, partnered and funded by the King Faisal Center for Research and Islamic Studies in Riyadh, its purpose being to make the entire collection of the British Library's Arabic manuscripts available on microfiche. This provided the unique oppor'unity to carry out an extensive house-keeping operation, involving a complete volume-by-volume stocktaking and checking, with equal treatment to each manuscript in the collection - and with complete curatorial objectivity; everything, including fragments on papyri, vellum and paper, as well as documents, scrolls and decorative calligraphic panels. (Incidentally, the timing happened to be fortuitous, as this house-keeping operation coincided with preparations for the major move of the Oriental Collections from Orbit House to the new British Library building in St. Pancras.)

The question arises: why did we microfiche the collection instead of digitising it- The main reason was the date. Negotiations began in mid-1991 and we were not ready for this process at that time; moreover, microfiche was what the King Faisal Center wanted. With the benefit of hindsight, if we were starting now we would, I believe, opt for digitisation because we could then add an expanded database. Other considerations which had to be taken into account were the necessity - for security and preservation reasons - to film on site; the setting up of a dedicated filming operation to ensure that deadlines were met, and that the work proceeded steadily rather than piecemeal; and the need for linguistic assistance dedicated to the preparation of the material for filming. The problem of filming a large collection is further exacerbated when that collection is only

partially and inadequately catalogued. All of which brings me to the main theme of this paper; namely, the compilation of the *Subject-Guide*.

The Subject-Guide

The *Subject-Guide* developed out of the microfiche filming project. Originally, only a manuscript-microfiche number concordance was envisaged. The compilation of the indexes for this project was naturally dictated by the structure imposed by the filming. The manuscripts were filmed according to eighteen broad subject categories based on those in the British Museum catalogues of Arabic manuscripts, beginning with Qur'an, Hadith, Kalam and Fiqh, and continuing with Mysticism and Pietics, Prayers and Sermons, Philosophy, etc. This involved searching the catalogues, handlists, catalogue slips and departmental registers of both the Oriental and India Office collections to ensure that the relevant manuscripts were brought within each category.

Concerning the choice of categories, since previous catalogues were arranged according to subject, or at least provided subject indexes, compilation originally appeared to be a simple matter of amalgamation. But as previous compilers differed in their assignment of analogous manuscripts, it was decided to alter even some of their justifiable preferences for the sake of uniformity and ease of access.

Within each category are listed the authors, the titles of their works, the date of copying, the British Library manuscript number, the British Library catalogue reference and the microfiche number. Of course this is basic as it provides summary information extracted from the published catalogues and departmental registers. But this basic work had to be done. All information was checked against the original manuscript, and where information was deficient or non-existent, some preliminary research was undertaken. It must be underlined that this index is only a schematic guide and in no way a scholarly analysis. It is purely the key to the collections, as one would say in Arabic, *Miftah al-kunuz*, 'the key to the treasures'.

Before discussing the structure of the *Subject-Guide* further, I should explain why we still did not opt at this stage for a computerised database for compiling the indexes. With our large and diverse collection, it became clear to us that it would be far easier and more efficient to develop a fully descriptive database once the subject matter has been manually categorised and identified. Therefore, what this *Subject-Guide* offers are the results of extensive preliminary work, which would have been necessary before embarking on any descriptive Arabic cataloguing database project involving detailed codicological and palaeographical analysis of the manuscripts. Moreover, we have a tangible result with immediate benefit for all. The intellectual activity involved in sorting out the material and information manually proved exceptionally productive in this exercise.Time spent developing a suitable database for access to both on-site and remote users would have eaten considerably into a project for which the time-table was very tight, as this would have involved having to solve the problems of stand alone or on-line databases, as well as the issue of vernacular and romanised author/title searching. As the aim was to finish filming within three years, providing ready access at this stage through the traditional format of a British Library publication was, and still is, thought to be the best approach. It cannot be over emphasised that this *Subject-Guide* is no substitute for fully descriptive catalogues of its Arabic manuscripts which the British Library is committed to producing.

To return to the *Subject-Guide*, a number of basic questions had to be resolved. How, for example, to present the names of classical Arabic authors? Our objective was simplicity and convenience with appropriate cross-references. Given we are dealing not only with Muslim authors from the Near and Middle East and from the Indian subcontinent, but also with Christian and Jewish authors having both Arabic and non-Arabic elements within their nomenclature, the need for uniformity necessitated a compromise. We therefore considered how the names of Arabic authors are expressed according to common usage within the British Library; the form of the name found in the colophon, title page or the text of the introduction; and how they compared with Brockelmann, Sezgin, Kahhalah and al-Zerekly. In a number of cases we followed the Library of Congress name authority, though such authority does not of course exist for many Arabic names found in manuscripts. Our manuscripts contain not a few hitherto unrecorded authors and titles.

Taking all things into consideration, we therefore preferred the *nisbah* as the leading element of name, followed by the *ism* and *nasab*. Wherever possible this is the form under which authors are listed. Where authors are better known under another element, such as the nasab or kunyah, we have used that form. We ignored titles or ranks except in rare cases where the author is well known by such an appellation. Ecclesiastical ranks have been helpful in specifying Christian Arabic authors and these have been included in contrast to the rest of the *Subject-Guide*: The same applies to honorific laqabs for distinguishing authors, particularly those of Yamani Imams. Translators, compilers and editors of works are also listed, their contribution indicated in brackets.

As for titles of works, we listed these under each author in chronological order of copying, dated items preceding those assigned to an approximate century. To impose uniformity to the titles of manuscripts as found in the texts themselves and as listed in the standard sources, it was necessary to make amendments during the compilation of the *Subject-Guide*, which accounts for any variation from the catalogue entry.

Another consideration: how to establish the true identity of a work? In some cases, it has not been possible to decide whether works with titles, often differing in varying degrees, are in fact the same works, recensions, or entirely different works. We have therefore listed such works under the individual titles found. Some correlation between texts remains to be made. At this stage this task must be left for further research which more detailed cataloguing projects will hopefully solve.

How does this *Subject-Guide* benefit us? First, it offers summary information in a single point of access, which enables us for the first time in the history of the British Library to offer a complete listing of its collections of Arabic manuscripts. Secondly, it provides at a glance the date range of manuscripts of individual Arabic works within the history of their textual transmission. This is still an important and relevant research issue as Arabic is a field in which so many texts are even today unavailable in the form of printed critical editions. Thirdly, it is adding a fascinating 'Indo-Arabic' dimension to the provenance and transmission of the texts in our collections, by enabling us to see how the Arabic manuscripts from the India Office collections complement the Oriental collections. Finally, and obviously, we must add its usefulness to the large number of users who come to the British Library with reference enquiries, as well as internally for the selection of new acquisitions. Indeed, we are well on the way to invalidating the late Professor Pearson's apt and just comment on the endemic situation of manuscript cataloguing in Oriental collections.

Proposed On-line Union Handlist of Arabic Manuscripts in the UK

We are now not only able to make a major advance in the development of an on-line handlist, but are also at an exciting stage in the documentation of Arabic manuscripts throughout the UK. Our *Subject-Guide* is serving not only as a model but as a catalyst for other UK libraries. Based on what was done in the British Library, the Bodleian Library at Oxford has proposed using and developing our Guide as a subject-structure for an on-line UK union handlist. This would provide a standardised public access from a web-mounted database, and offer for the first time a national listing of the holdings of Arabic manuscript collections. The *World Survey of Islamic Manuscripts*[7] provides important preliminary work for such a project, as it has already identified those UK libraries and college institutions with holdings of Arabic manuscripts. The advantages of this project to librarians and to specialist users are obvious. With the possibility of more subject descriptions for each manuscript, its usefulness would also be extended to non-Arabists and generalists. For example, collected information on foliation, illumination, illustration and original bindings could be added to the list.

Further Developments

Having sorted out our own collections, the British Library is now in the happy position to develop and set up a database for fully descriptive cataloguing and other codicological projects. Such initiatives and pilot projects are already underway in various institutions world-wide. One is mindful of the projects for computerised cataloguing of Arabic manuscripts in the Dar al-Kutub in Cairo; in the Bibliothèque nationale de France[8]; in the King Faisal Center in Riyadh; also the Iranian project to produce a world union catalogue of Islamic manuscripts, undertaken by the Nashr-e Hadith-e Ahl al-Bayt Institute in Tehran; as well as the project by ACSAM to catalogue and eventually digitise all Indic and Islamic manuscripts in North American collections. Certainly, there is a lot going on, and no lack of scope for co-operation and co-ordination not only nationally but at the international level.

In short, by way of summary, what has the British Library achieved? And, what next? First, a complete classified handlist of all the Arabic manuscripts in the British Library. Secondly, immediate and ready access to all the collection. Thirdly, a structure on which to set up a database for fully descriptive cataloguing, including codicological and palaeographical aspects. Fourthly, a structure for digitisation of illuminated and illustrated manuscripts. Finally, a model for an on-line national union listing.

Notes

1. J.D. Pearson, *Oriental Manuscripts in Europe and North America*, Bibliotheca Asiatica 7 (Switzerland, 1971), p.111.

2. This figure is based on information found in G. Roper (ed.), *World Survey*

of Islamic Manuscripts, 4 vols. (London, Al-Furqan Islamic Heritage Foundation, 1992-94).

3. *A Descriptive list of the Arabic Manuscripts acquired by the trustees of the British Museum since 1894* (London, 1912).

4. R. Vassie, *A Classified Handlist of Arabic Manuscripts acquired since 1912* (British Library, 1995). Vol.1, Islamic Law, vol.2 Qur'anic Sciences & Hadith.

5. Fasc.1: C. A. Storey, *Qur'anic* literature (London, 1930); Fasc.2: A. J. Arberry, Sufism and ethics (London, 1936); Fasc.3: R. Levy, Fiqh (London, 1937); Fasc.4: R. Levy, Kalam (London, 1940).

6. O. Loth, *A Catalogue of Arabic Manuscripts in the Library of the India Office* (London, 1877).

7. G. Roper (ed.), *World Survey of Islamic Manuscripts*, 4 vols. (London, Al-Furqan Islamic Heritage Foundation, 1992-94).

8. See M.-G. Guesdon, 'The Bibliothèque nationale de France and the UNESCO's MEDLIB Project: A Seminar on Arabic Manuscripts Computerised cataloguing' in *Manuscripta Orientalia*, 5 iii (1999), pp.59-61.

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WTO and libraries - an introduction

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Paper

We are gathered here to focus for a few hours at this IFLA meeting on the question of libraries and the World trade organisation - WTO. This is a strange story - in the beginning my of you will not believe that this can be true. Most of you maybe remember the WTO-meeting in Seattle in the end of november and the beginning of december 1999. There were big demonstrations and a halt in the conference. Some of you are maybe not aware that IFLA was officially accredited at the conference with Paul Whitney as our excellent representative. You will hear more about his mission later. IFLA is entering into the topic of global trade policy. There is a large development in the world forming a new framework for the world trade. And IFLA is there. As far as I know IFLA has never before been a lobbyist group and accredited NGO in a trade policy context even if we have a long tradition in attending WIPO conferences and also regional copyright conferences.

Very brifly we should make an outline of WTO. The WTO headquarters is in Geneva - very close to the WIPO HQ. There are between 130 and 140 member states. The aim of WTO is to enhance world trade through liberalisation of world trade or as this is formulated by WTO itself:"the main function is to ensure that trade flows as smoothly, predictably and freely as possible." WTO is a follow-up of GATT - the General Agreement on Tariffs and Trade. Be very aware that GATT was the old General Agreement on Tariffs and Trade. GATT was later superseded by the World Trade Organization when WTO was established. GATS is new - General Agreement on Trade in Services - one of the sector agreements under the WTO umbrella.

While GATT was comprising only goods - physical goods, WTO comprises all kinds of trade activities in physical goods, services, investment rules and intellectual

property. Different sector agreements have been established. I will for a few minutes describe the process which led up to the IFLA-involvement in WTO. World trade has had an enormous expansion after world war II and during the last years the increase in trade in services has been very significant. In 1997 the global trade in services already represented approximately 25 % of trade in physical goods. It is expected that trade in services will expand extensively - especially as a result of the development of large rehional free-trade zones and the rapid development of information and communication technology.

It was our canadian colleagues in the British Columbia library association and later the Canadian library association who developed the library approach to these complicated processes and who informed the world library community about this. We are very grateful to them.

While WTO has a process which to some extent is open and transparent, OECD - the Organisation for economic development - the organisation for 29 of the richest countries in the world - was running a parallell process promoting the MAI-agreement. This was a closed and secret process untill the world became aware of it. This agreement which never became a reality, was meant to to promote foreign investments all over the world. It was expected that this would reduce in a dramatic way the role of the nation state and its legislation and increase the influence of the trans-national companies. The focus from the canadian librarians and later IFLA CLM came at a time - in 1997 and 1998 - when the world became aware of the realities of the MAI-proposals. The whole MAI-process collapsed in october 1998 when France withdrew their support of a continuous MAI-process in OECD.

IFLA established its Committee for copyright and other legal matters - CLM - in 1997/1998 and one of the sub-groups was the MAI-working group. When MAI was stopped in OECD, the working group was renamed the WTO working group. One of the main tasks was to monitor and asess issues and relevant developments concerning the WTO and its possible impact on library operations.

At the Bangkok meeting of IFLA in august 1999 the IFLA CLM-committee adopted the following text:

"It is recommended that IFLA act on behalf of interests of libraries by:

- actively encouraging members to lobby at national level to promote protections for libraries and culture in international trade agreements
- monitoring and participating, as appropriate, in the WTO "Millenium Round" of trade talks scheduled for Seattle, november 29-December 03, 1999
- considering to establish a publicly-accesible website with background and updated information on libraries and relevant international trade agreements."

This had the effect that IFLA applied for and got an official accreditation as NGO (Non-governmental organisation) at the WTO conference in Seattle.

IFLA adopted a position paper after a proposal from the WTO working group and the CLM-chair Marianne Scott. (All these documents can be found at the IFLA website on http://www.ifla.org/III/clm/copyr.htm.)

This represents a short introduction to the IFLA involvement in global trade policies and which so far has brought IFLA to Seattle. Now library director Paul Whitney will tell the exciting story about Seattle.

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United States: Hebrew manuscripts and incunabula

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Paper

I shall start my paper with an account of what is excluded from it. With what I am not going to talk about. The next thirty minutes are not going to be taken up with a general quantitative account of the locations of (a) manuscripts written in Hebrew characters, or (b) the location of books printed in Hebrew characters and published in the 15th century and early years of the 16th century, i.e., Incunables. There are well known listings of Incunabula in American libraries. Frederick R. Goff's *Incunabula in American Libraries: A Supplement to the Third Census of Fifteenth Century Books Recorded in North American Collections*, was published in 1973. Entries with substantial additions and corrections are incorporated into the ISTC (Incunable Short Title Catalogue) at the British Library. There is a separate section for "Hebraica" (Incunabula in Hebrew types only) in Goff, which also has a register of new owners and changes of ownership, "institutional" and "private", and has listings geographically.

Recent work by A.K. Offenberg supplements Goff. Offenberg's *Hebrew Incunabula in Public Collections A First International Census* (1990) is compiled in collaboration with M.C. Moed Van Walraven. Offenberg's: *A Choice of Corals: Facets of Fifteenth Century Hebrew Printing* (1992) is a veritable gold mine of information to which I shall later return. In the 1990 study Offenberg records the international locations of 139 examples of Hebrew incunabula. He writes "There are 139 editions of Hebrew works that can be

assumed with almost 100% certainty to have been printed before 1 January 1500.. . . There are now some 2000 copies extant in 155 public collections all over the world: over 1200 in European collections, over 500 in the United States and Canada, and over 200 in Israel (and there are four in Australia)" (xxiii). In his 1992 monograph, Offenberg added one more to the Australian holdings (p.52). It is not the task of this paper to describe the specific geographical location of the "over 500" examples in the United States and Canada.

Nor is it my intention to describe the locations of manuscripts written in Hebrew character now located in the U.S.A. Malachi Beit-Arié, the distinguished paleographer and codicologicist, and his colleagues at the Israeli Institute for the Photography of Hebrew Manuscripts, founded in 1950, have been systematically, thoroughly and patiently microfilming manuscripts from all over the world. They have been creating a computerized database which reveals amongst other data the geographic placement of the Hebrew Manuscripts. The Jewish Theological Seminary Library, New York, has the Louis Ginsberg Microfilm Collection, which on a selective basis microfilms important Hebrew manuscripts.

Goff and Offenberg's census', Beit-Ariés projects, draw upon books and manuscripts held internally in institutional and private collections. The location of Hebrew books and manuscripts is intrinsically an interesting subject. Hebrew manuscripts and books survived less than other cultural artifacts, less, for instance, than Latin artifacts. The loss of codices, may be attributed to wanderings, to persecutions, to overuse. The manuscripts were not kept in monasteries and they were privately owned and used. The codex was used by Jews long after Gutenberg and the spread of printing in Western Europe. However, the loss of codices, of manuscript books written in Hebrew, is still large. Surviving evidence of codices and incunabula still emerges. Offenberg's 1990 international census appeared as the Soviet Union was breaking up, disintegrating. The subsequent opening up, or accessibility of Hebrew manuscripts in St. Petersburg, or what was Leningrad, has still not been fully examined, quantified, and described.

Tribute should be paid here to S.M. Jakerson's pioneering descriptive work. His 1988 revised catalogue of the Hebrew Incunabula in the library of the St. Petersburg branch of the Oriental Institute of the Russian Academy of Sciences, is a revision of a work first published in Leningrad in 1985. The subsequent revision "enlarged with descriptions of copies from the Lenin State Library at Moscow and the M.E. Saltykov-Shchedrin State Public Library at St. Petersburg" reveals "forty-one additions in one hundred and eleven copies" (*Offenberg, A Choice of Corals* p. 21).

Jakerson is concerned with incunabula. The access to the hitherto inaccessible Hebrew manuscripts in St. Petersburg and elsewhere is not the only sole consequence upon the study of Hebrew manuscripts and incunabula of the collapse of the Soviet Union. Hebrew manuscripts were largely the product of private rather than public enterprise: they were not produced collectively in monasteries. Colophons reveal self-financing copyists. Since the collapse of the Soviet Union, it has been private enterprise which as gone into the formerly Soviet terrain and its surrounding areas. Hard cash has led to the transfer of many books and manuscripts to new locations. Some of these codices and incunabula have found their way to the United States and to other countries.

Goff and Offenberg's census's reveal rich deposits of Hebrew manuscripts and incunabula within the United States in institutional and private collections. The institutional collections are by no means confined to Jewish institutions such as

the Jewish Theological Seminary Library in New York, or to take but one other example, the Hebrew Union College Library in Cincinnati, Ohio. In a useful table listing the number of copies of Hebrew incunabula held in "public collections of importance", Offenberg's *A Choice of Corals* drastically revises the listing given in the 1971 Jerusalem *Encyclopedia Judaica* (VII, col. 1322). Offenberg lists seven important American public collections holding Hebrew incunabula: Harvard College Library (33 copies); the Hebrew Union College Library, Cincinnati (77); Columbia University, New York (28); the Jewish Theological Seminary Library, New York (152); the New York Public Library (36); Yeshiva University, New York (38); and the Library of Congress, Washington (38 copies) [Offenberg, pp. 52-53]. What I want to do for the remainder of my paper is to illustrate the richness of American collections of Hebrew manuscripts and incunabula by focusing upon one specific geographic area and within that geographic area to focus upon two collections in particular. One of these is public and the other is private. They are not collections noted for the quantity of their Hebrew manuscript or incunabula holdings.

Offenberg records in his 1990 census three examples of incunabula at the Newberry Library in Chicago. These are Offenberg (1990) 57, 83, and 97. The first is a copy of Solomon Ibn Gabirol's *Choice of Pearls* [Mivhar hapeninim], translated by Judah ibn Tibon, published in northern Italy by Soncino, 1484 [Goff; Hebr. 98]: at least forty other known copies are known to have survived today. The second is a *Mahzor* (Festival Prayers). Again published by Soncino, begun in September 1485 and finished 21 August 1486 [Goff, Hebr. 73]. Today forty-six copies are known; since 1939 five known copies have disappeared. Thirdly, the jewel of the Newberry watermarkings examined through beta radiographs reveal similarities and differences to the glove illustrated in Offenberg's *A Choice of Corals*. p. 83, 20, 21 a. Three different kinds of watermarkings seem to be present in the Newberry copy. Those present in the manuscript section are the same as those in the printed section. To repeat, there is much to be learnt from the Newberry *Perush ha Torah* Nachmanides, Lisbon, 1489.

There is much to be learnt, too, from the Hebrew incunabula and manuscript treasures currently at the Scriptorium, the Center for Christian Antiquities, Grand Haven, Michigan (there is a branch at Hampton Court, Hertfordshire in England.) The Scriptorium is a fine illustration of a private collection. In 1994 "two American foundations were established. The first, the Van Kampen Foundation, exists as an entity to maintain and develop the growing collection of rare bibles belonging to Robert and Judith Van Kampen of western Michigan. The second, takes the form of an institution. The Scriptorium: Center for Christian Antiquities, the home of the Van Kampen Collection is equipped to initiate and stimulate research within the fields which apply to the items within the collection and the period it represents. Both foundations are active in the U.S.A. and Britain" (Kimberly Van Kampen, "Foreword", *The Bible as Book: The Manuscript Tradition* [1998], xi). I am informed that early in 2000 the decision was made to relocate the Van Kampen Collection to Orlando, Florida, where it will annex a biblical attraction. This will be a theme park called "The Holy Land Experience". When the collection was first formed, the idea was that it would be used for ministry purposes and this idea is now being returned to. In Florida the collection will have a greater exposure than in western Michigan. The Van Kampen family feel that as stewards of the collection, the relocation is the best way to fulfil the original aims of Robert and Judith Van Kampen.

Briefly, the late Robert D. Van Kampen, who died late in 1999, was an investment banker who built up not only a vast financial empire. He obsessively collected ancient bibles and manuscripts. The foundation which he founded is

still actively acquiring materials. Clearly these are not recorded in Goff or in Offenberg. Just one of the Scriptorium's jewels will be discussed today. This [Slide Seven] [1468] is a 1468 Seville manuscript of Torah, Ketubim, and Haftorah with the Masora illustrated throughout in micrographic designs. In dark brown ink in a neat square Spanish Hebrew 15th century script with nikud (fully vocalized and punctuated); chapter number in the same hand written in the outer margins. Ruled by stylus 2+25+3 horizontal and 2+3 +2 vertical with no noticeable pricking - Beit-Arié no doubt would have something significant to say about that. The Masora throughout is in a minute script in semi-Rabbinic cursive in a wide range of elaborate micrographic designs and pictures. There are fifteen ornamental head pieces and twelve illuminated text pages and so on.

This codex, as its colophons reveal, is a product of individual enterprise. The obvious colophon at the end of the text of the *Haftorah* (f . 862) reads in English translation:

> "I, Moses bar Joseph of Trutiel (Teruel-), wrote this Pentateuch and Hagiographa and Haftorot, for the lovely youth R. Abraham bar Jacob Samia in the city of Seville (Ashvilia) on the new moon of Sivan of the year 5228 to the Creation..." (22 May 1468CE).

However, on f. 750 at the conclusion of the Hagiographa noted by the Scribe of the massorah, a different patron and an earlier date are recorded:

> "Here ends the massorah of the Hagiographa... and it was completed on the eighth day of Nissan in the year 5228 to the Creation of the world [31 March 1468], here in the city of Seville ... The book was written for the dear and honourable son of the aged honorable Don Moses Santadoli. God grant him male children dealing with the Torah..."

As Professor Bezalel Narkis of the Hebrew University of Jerusalem has observed when he examined the codex: "the earlier micrographic colophon of March 1468... is definitely authentic, although it does not specify the actual patron's name, but only that of his aged father Moses Santadoli.... the later colophon of May 1468 is written in darker ink and smaller letters, over an original effaced colophon."

So we have here a few of the many fascinating issues inherent in examining this fascinating codex. It appears unlikely that "one scribe would dedicate one manuscript to different patrons in Seville at almost the same time." Professor Narkiss speculates that "the original patron, the son of Moses Santadoli, could not acquire the Bible for financial or health reasons and the scribe managed to find a new patron within less' than two months, erased the original colophon on f. 862 and entered a dedicatory inscription in honor of the new owner Abraham bar Jacob Samia." There is another example of the scribes work, a non-illuminated complete Bible now in Modeva, Bibliotheca, Estense (Or. ms. 18. 1) with its colophon dated 1470. It should be added that in 1476 Jews were no longer allowed to live in Seville.

The micrographic manuscript, now at the Scriptorium, disappears from view for over four centuries until it is found recorded in David Solomon Sassoon's *Descriptive Catalogue of the Hebrew and Samaritan Manuscripts In the Sassoon Library*, London. With Sassoon's Library number 487 on the spine and his armorial bookplate, it was sold at the sale of his Library which took place at Sotheby's Zurich, 5 November 1975 lot 7. It was subsequently deposited at the British Library. The codex then turns up as lot 71 at Sotheby's, London, 5 December 1989 sale of *Hebrew Manuscripts from the Tenth to the Fifteenth*

Century: The Property of the British Rail Pension Fund.

Sotheby's London Catalogue does draw attention to another interesting aspect of this particular codex. The cataloguer writes:

> "Hebrew law prevents the illustration of the Scriptures. In the present manuscript the lines of micrographic writing of the Masora Magna and Minora are formed into exceptionally elaborate linear designs and pictures throughout the book, including birds and animals. Among the patterns is the picture on [f 5] of the serpent wound around a tree and a bush in the opposite margin, illustrating (in effect) the account of the garden of Eden but side-stepping pictorial prohibition because the vignettes are technically only writing.... The full-page designs of very elaborate micrographic architectural and ornamental designs reflect the marked Moorish influences on the medieval art of southern Spain."

The Scriptorium micrographic manuscript is of a particularly high quality and obviously worthy of collection, a copy of the first book printed in any language in Lisbon, Nahmadides' *Perush hatorah* (1489: Goff, Hebr.87). [Slide One]: Offenberg locates at least 55 other copies, with one known copy lost.

The Newberry Library, an independent research library open to the public, is noted for its strength in Western books of the Renaissance period, for the Wing Collection relating to the history of printing, and the Ayer collection with books and other material dealing with Native Americans. Its Hebrew holdings are worthy of mention, and have been neglected. They may be divided into four categories:

1. Hebrew manuscripts
2. Hebrew fragments
3. Inscriptions in Hebrew letters of pawn records, largely drawn from Italian sources
4. Hebrew incunabula

There is not time to talk about the pawn records. The fragments are diverse in number. Briefly, the highlights are:

The fragments used as binding materials on two different leaves wrapped around what was Phillipps Ms 22254, an Anglo-Saxon Ms from the 9th century. Wrapped around this, and used for binding materials, are two leaves containing Hebrew letters. [Slide Two] One leaf contains the conclusion of the priestly benediction or blessing chanted by the Cohenim. The other contains the passage in the book of *Leviticus* dealing with the Priestly laws. Codicologically, the latter dates from c. 14th century. The Priestly benedictions are slightly earlier in date, and from the 13th century.

The other highlight of the Newberry fragments is a single leaf from Rashi (Solomon ben Isaac) the great 11th century French Rabbinic commentator on the Talmud. This single leaf [Slide Three] Newberry Ms. 158, wraps around a Latin Ms. of the Commentaries on Obadiah, Jonah and the Gospel of Luke. On vellum, the leaf contains a variant of the text of Rashi and dates from the late 13th century.

Such use of Hebrew manuscripts demonstrates contempt. The manuscripts were

cut up, used as binding materials, often they were put in upside down. They held the books together and survived. Today these fragments are probably of more interest than the books they bound together.

Of the Newberry Hebrew manuscripts two standout for different reasons. Known as" Hebrew Ms.2 Newberry", and part of the collection left to the library by the collector Henry Probasco, is a "Hebrew Calendar". [Slide Four] This is a superb illustration of micrography, the hidden imagery in non-figurative illustration and illumination. Much more research needs to be carried out on the ways in which these factors indicate origin, dating, localization and so on. This calendrical astronomical text is probably from Catalonia and belongs to the end of the 14th century. The original text was in Hebrew. It was subsequently translated into Latin, Greek and Catalan. Beautifully written on vellum with 120 leaves, there are three colors of ink used; purple, some red, and black. The astronomical tables are those of Jacob ben David Bonjorn.

An Incipit (translated) reads "Thus says Jacob ben David Yomtob… *As the prophet said, The Earth is illuminated by your glory, Lord God, redeem us; may your face shine upon us and make us whole"'.

In an article "Astronomical Tables of Jacob ben David Bonjorn", *Archive for History of Exact Sciences*, XLII (1991), no. 4, pp. 274-34, José Chabàs i Bergon, with the aid of a computer model, has reconstructed Bonjorn's tables. Chabàs i Bergon extends his analysis in his 1992 monograph published in Barcelona, *L'Astronomia De Jacob Ben David Bonjorn*. There is no time, unfortunately, to discuss the interpretive and conservation issues raised by the fascinating Bonjorn Hebrew manuscript.

There must be time, however, to briefly raise interest in what I personally find the most exciting of the Newberry's Hebrew materials. This is one rescued by the perspicacity of Dr. Paul Saenger, the George A. Poole, III, Curator of Rare Books, and found amongst items in the Ayer collection, largely devoted to native Americans. Yet Edward Everett Ayer (1841-1927), also had an eye for pretty manuscripts. He must have found what turns out to be one of the three or four known surviving Polish Megillot (Scrolls of Esther used at the Festival of Purim) to be pretty! [Slide Five] As you can see it is delightful: worthy of not being sold or thrown away. Newberry Hebrew Ms. 17 is a wonderful illustration of post-incunabula, post-Gutenberg survival. It illustrates how the Medieval tradition of manuscript illumination has survived amongst the Jews much later historically than in many other communities in Europe. It demonstrates perhaps the very isolation of the Jewish community and its non-use of the printed book.

Roughly six feet in length by 6 ins. wide, one roll of three vellum leaves, this mid-18th century illuminated manuscript, is divided into 13 sections. In addition to illustrations of animals and signs of the zodiac, there are also human figures. The text itself, written in small Hebrew letters with accompanying illustrations, tells the traditional tale of how Esther saved her people from the plots of the wicked Haman. The names of his sons are strikingly in bold in much larger characters in the tenth section. This tenth section is incredibly detailed with, for instance, depiction of the sons being hung. The thirteenth central roundel has different visages of male figures. The last section of the scroll is not part of Megillath Esther but contains a thank you prayer, a special prayer that went with the Megillah.

There is enormous scope for ethnographic, sociological interpretation in this scroll. At the top in contemporary dress are soldiers with weapons. There are the arms of Austria. There are horses, red coats, rifles, signs of the zodiac. At the

foot are illustrations containing the essence of the Esther-Mordecai-Haman story or "spiel". This is a story told every year from generation to generation still read from an elongated "medieval" illuminated manuscript even in a post-Gutenberg, post-codex, electronic age.

It's tempting to spend all my time on this Non-Italian (the much more common extant type) Megillah. It is time to give some indication of just one other treasure held by one of my representatives of Hebrew holdings in the United States. The Newberry holds one of the at least 55 copies noted in Offenberg, and ten of these are elsewhere in the United States (with also a copy in the Lowy Collection at the National Library of Canada, in Ottawa). Goff, Hebr. 87, *Perush ha Torah*, [Slide Six] a commentary on the Pentateuch by Nahmanides, Moses b. Nahman of Gerona 1194-1270, is the first book in any language printed in Lisbon. It is evidence that the art of printing was introduced into Lisbon by Jews. This incunabula has been frequently described. It is included in Joshua Bloch's "Early Hebrew Printing in Spain and Portugal", *Bulletin New York Public Library* vol. 42 (May 1938). What is remarkable about the Newberry Inc. f 9833 is that many of the leaves are inlaid, and that there are manuscript notes with some leaves supplied in an interpretive manuscript hand. The preparation of the volume for exhibition revealed the extent of notation and that the incunable was in sore need of conservation treatment. This treatment led to a thorough inspection resulting in a lengthy conservation treatment report carried out by Susan Russick and her colleagues at the Newberry conservation laboratory. To summarize the lengthy report- it reveals:

1. The presence of foreign substances with extensive mends, inlays, and stubs
2. A change of appearance of paper
3. Structural changes
4. The disbinding process revealed significant paper differences
5. Many of the mends and inlays when removed and examined reveal hand-written inscriptions.

The final leaves of the book are supplied in contemporary manuscript with additional commentary on either side. The volume is the product of the craftsmanship of several hands working under the direction of the wealthy scholar Eliezer Toledano in whose home the printing press was operated. The lack of final printed leaves might reveal that insufficient copies were produced.

There is much more to be discovered about the Newberry Nachmanides *Perush ha Torah*. The marginalia has to be examined from a codicological as well as interpretive point of view. The much fuller investigation as are the other Hebrew manuscripts and incunabula instanced.

In this paper I have attempted to present a sampling of the treasures currently found in two libraries in the Mid-West of the United States. Neither of these libraries are University Libraries, both are accessible to scholars. Both contain the accumulations of generations of collectors and bibliophiles. One, the Newberry Library, is an independent research library. The other, the Scriptorium, is a foundation created by a collector with a passion for books. Neither primarily collect Judaica or have specifically Jewish associations. The eclectic treasures found in both, and so well maintained, are representative of the country in which these treasures now reside: the United States of America, and its traditions of professional, skilled, and highly trained Librarians.

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The role of the research services in the modernization of the Mexican Congress

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Paper

I. Introduction

In the context of Mexico's democratization process, its Congress is being practically recreated as it struggles to become fully institutionalized. The electoral results of the federal elections held in July of 1997 constituted an unprecedented event for Mexico's parliamentary history. For the first time, no political party occupied an absolute majority of the seats within the Chamber of Deputies. This new political scenery, in which the opposition parties, by gathering together in an informal coalition, attained an absolute majority of votes, presented several challenges, responsibilities and opportunities, which in turn, gave rise to a modernization process within the Chamber.

During most of the past century, Mexico's Congress was subordinated to the Executive's will. Since Mexico's President has been, in fact, also the leader of the majority party in control of Mexico's Congress, he has had the last word when it comes to nominations to political positions, the course of legislative practice and the destiny of congressional institutions. This situation guaranteed that almost all presidential bills were approved without amendments by Congress, so almost no information service was needed to support their legislative decisions making.

We now have a new plurality within the Chamber, where five national political parties are represented. The opposition parties promoted an interaction of dialogue, negotiation and cooperation that generated the political agreements required to strengthen the legislative branch. Furthermore, this new correlation of forces questioned the efficiency and adequacy of the parliamentary rules, practices and services that had prevailed during the long history, in which only one political force held control of the legislative assembly, all the time demonstrating the urgency of their reform.

The obsolete regulatory framework drove this legislature to adopt several political agreements regarding the management within the Chamber which, after having been approved by the Assembly, became the underlying support of the Parliamentary law procedure. It was evident that the Chamber's regulatory framework had become totally inadequate for the political pluralism present in the legislative body. All parliamentary groups then agreed that it needed to be reformed and after two years a new Organic Law was approved.

II. Background of the legislative information and research services.

The Mexican Congress has had a library since the Nineteenth Century. The library played an important role in supporting the legislative process during second half of that century and for the first 30 years of the Twentieth Century; this was the period of consolidating our Constitutional System, before the main political party that has dominated the political system appeared, and before the current transition to a new composition of the political power.

In 1936, the Mexican Library of Congress became a public library by an agreement of the plenary session of the XXXVI Legislature. Its principal intention was to diffuse the general culture among the citizens, but nobody insisted on preserving a legislative information service.

During the 1980's there were various attempts to create a legislative information system, including an incipient kind of research; but these efforts were systematically frustrated by the end of each legislature (in Mexico the legislature lasts 3 years).

In 1991, when a more equilibrated political composition developed within the Chamber of Deputies, the LV Legislature adopted a new agreement to create the Information and Documentation Integrated System (SIID), which has assumed the commitment to directly support the legislative activities by providing impartial, relevant and timely information to Members. A research and analysis service was considered in the project, which started functioning with 6 researchers. This project experienced some problems with regard to reaching its goals. The most important obstacles were the following:

A parliamentary career service program didn't exist within the chamber. This caused most of the qualified staff to be fired at the end of each legislature. This also happened to the researchers. Most of the staff of the chamber usually arrived with the politicians of the new legislature and left with them the same way. So we didn't have a permanent staff.

I have to say that the public library and the SIID were organically and administratively subordinated to the Deputies Library Committee, a situation that greatly affected our staff because hiring was based on political decisions.

The presence of an incipient democracy within the Congress, unfortunately, dulled the interest in strengthening an information and research service. As a consequence, the library did not have its own budget to buy foreign books and was unable to hire personnel, nor could it dictate the characteristics or the quality of its staff. Furthermore, the main way to enlarge the collections was mainly based on the "Mandatory Legal Deposit" from national editors that benefits the library since 1936, and by promoting bibliographic exchange programs.

In spite of these restraints, the SIID started automating the library activities, developing legislative databases, getting access to Internet, designing and preparing CD-ROM's about federal law and parliamentary debates. The SIID was responsible for the launching of the first computer network in the chamber and strongly promoted the use of internal and external databases. In 1996 it put the Chamber's Web Page online. This effort earned it a third place award from a governmental computing magazine for the best Mexican government web page. We also intensified the enrichment of the bibliographic and periodical collections and, in 1993, for the first time, the library was assigned a budget to buy foreign books and magazines. Unfortunately, in the next legislature this budget proposal was sidelined once more.

In the last 8 years of service the library, particularly SIID, has earned an unprecedented prestige. Coincidentally, more and more users have come to consult its resources. In 1991 attendance and use of the legislative information services amounted to 20 users a day. This number has been increased through the years, until 200 users come to our facilities every day, this number does not include the users that consult our services through Intranet and Internet. 53% of these are internal users, that is to say, Members and their staff, and 47% are users from the federal and state governments, universities and lawyers. Currently 600 computers are connected to the Intranet and are able to access our 14 internal databases, Internet, CD-ROMs, and other legislative sources of the Chamber. The public library assists 600 users a day in finding the books and magazines that they need and organize conferences, concerts and expositions. This library also provides special services to blind people.

An incipient research service has been provided by the SIID since 6 years ago. These services include preparing reports as analytical compilations on different subjects, but without a deep analysis. Documentalists take advantage of our bibliographic resources, internally developed databases and Internet access to prepare analytical compilations, comparative law reports, digests about the legislative process, and various other reports. This kind of research has been prepared by the regular staff of the Library in distinct sections. Each one of these is in charge of preparing the corresponding kind of information. For example: the Section of Legislative Documentation prepares reports about the status of the legislative process, bills, Members' legislative work, and news about legislation in general. The Section of Bibliographic Services prepares specialized bibliographies, book reviews, informative handouts, and the Section of Cataloguing and Classification prepares the bulletin of new acquisitions. Presently we have more than 150 report titles available.

III. The modernization project

One of the main goals since the beginning of this legislature has been the establishment of the permanent and optimum conditions needed for the legislative process to operate with the efficiency and security conductive to the integral modernization of the Chamber. Legislators from the opposition parties

encouraged a modernization project designed to strengthen the Legislature so it could best accomplish its constitutional and legal functions of representation, surveillance, and lawmaking. This project included the creation and implementation of a technical and professional support group composed of a truly autonomous, impartial and professional administrative and parliamentary staff.

Based on this plan, the implementation of several modernization projects was achieved from the beginning of the 57th Legislature. These projects included:

- The installation of a Legislative Television Channel whose objective is to divulge the legislative activities and discussions that take place in both chambers of Congress.
- The technological updating of the Assembly Hall in order to allow greater functionality, efficiency, and order in the legislative work during the Chamber's sessions. A high-tech electronic system allowing access, registration, audio, information displays and voting was installed for this purpose.
- The publication of a Parliamentary Gazette to diffuse and promote the legislative activities and actions is published every weekday and on those weekends in which sessions are held. (This Gazette contains such timely information as the daily agenda, commission calls, bills presented in both chambers, amended bills, proposals and projects for parliamentary agreements, as well as the budget and information on its expenditure, among other documents).
- Considering the constitutional powers of the Chamber of Deputies in economic matters, an institutional non-partisan office for technical support in public finance was created. This Public Finance Studies Office is composed of professionals dedicated to the analysis, organization and management of information related with the country's public finances. All the members of this unit were recruited by means of an open competitive examination. Its objective is to assist the commissions of the Chamber, the parliamentary groups, and the deputies who so require it in economic topics, aiding them in the exercise of their duties in this field.
- A qualifications and assessment center, as an aid to the establishment of a professional parliamentary career service, was created. Its functions include the diagnosis and detection of the Chamber's needs in order to program a redistribution of its staff, as well as permanently assessing the personnel's qualifications in view of the administrative changes, specialization and professional needs of the various areas of the Chamber, with the purpose of improving general productivity and efficiency.
- The strengthening of the Library's research and analysis services in support of the legislative work, which will be explained forward.

IV. The New Organic Law

The modernization project could not be deemed complete unless the legal framework of Congress was thoroughly revised. A new organic law for the Congress was finally approved on August 31, 1999. This provides a number of changes in the political and administrative decision-making structures that operate in both chambers.

The Library services are now organically and administrative linked to the Secretary of Parliamentary Services. The current Deputies Chamber's Library Committee will disappear to give rise to a bicameral committee; this committee will have supervision and regulatory functions over both the Senate and the Chamber of Deputies libraries.

A more systematic and professional service has also been introduced for the chamber. This new structure will be made up of a body of professionals and technicians whose activity and permanence on the job will be regulated by the principles of the parliamentary professional service.

Finally, a last chapter was added to the Law, which regulates Congress' diffusion and information activities. The norms regarding the Legislative Television Channel, described above, as well as a system of libraries in charge of both Chambers are included here.

It also prescribes the creation of two new research centers: one for social studies and another one for legal and parliamentary studies. The commitment of these centers will be to make medium and long term research of a different nature than the research that the library is responsible for. These centers will not be operating until the next legislature, and will be functionally linked to the library.

V. The strengthening of the Library's research and analysis services in support of the legislative work.

For the first time, information and research services found a place in the Organic Law. So they were formally recognized as playing an important role in supporting the parliamentary activities. The new law prescribes that the library will have two branches: the public and the legislative ones. It establishes that the legislative branch should have three main types of services: 1) bibliographical services, 2) classification of legislative information, and 3) research and analysis services. This last one has three specialized areas of research based on great national topics, thematically congruent with Chamber's system of commissions. These areas include: domestic policy, social policy and, economy and commerce. The initial plan was to have each area attended by one high quality professional researcher and two research assistants. The services these areas provide include analysis briefs on each subject, specific analysis of bills, technical opinions on specific subjects, and legislative consultations. The members of this new research body were recruited in accordance with the policies of the parliamentary career service.

The research and analysis service is provided upon a request of a committee or by our own initiative, considering the most relevant issues that are being discussed at the Chamber. We use a request sheet that includes all the items we need to start the research, like the subject, objectives, type of information needed, names and institutions that need to be consulted, dates, etc.

We established an internal editorial committee to review the content and format of each report. This committee made various suggestions at first, that helped the researchers improve the presentation of the reports. Nowadays the editorial committee meets only when there are some doubts about a specific report.

Since last August, they have prepared 15 reports by their own initiative, and 12 attending to a specific request from different committees, some of which have influenced the legislative task in an important manner. Some of the requests have been complex, like interpretations of some regulations, analysis of some parliamentary facts. The most complex request that we have had has been to prepare the proposal of the statute for the parliamentary career service, and the ensuing consultations necessary for its approval. The Bill has recently received its final approval.

The researchers have been duly recognized by the Members and the administrative authorities, so much so, that one of them was named to a better position within the Secretary of Parliamentary Services.

The most sought after research division has been that of domestic policy, especially in regard to legal analysis. So we are thinking of expanding it and preserving the others in their present form. In the division of domestic policy we prepare comparative law reports, legislative background studies, analysis of parliamentary facts and bills, briefs of relevant issues, etc. Currently the researchers from this division participate in designing the training program for the entire parliamentary service staff.

VI. Conclusion

Without a doubt, change arose from the exogenous stimulation of Mexico's social and political context, but we can also readily detect voluntary acts in which political actors cooperated on the basis of common purposes and values. Representative institutions tend to frequently change or be reformed due to their intrinsic need to be highly adaptable in response to transformations in its constituency.

Autonomy, formality, uniformity and complexity are some of the elements that characterize a highly institutionalized legislature. The Chamber's autonomy in our case has been reflected by the fact that the majority of the bills submitted since 1997 to Congress have come from legislators and not from the Executive as before. Also, the opposition forces within the Chamber have expressed a will to exercise greater authority in the budgetary process. A new era in the relationship between the legislative and the executive branches of government has begun.

The rules and procedures are well developed and clearly specified, and the constitutional framework provides a relatively detailed foundation for information and research services. The features that an outstanding research and analysis service needs have been recognized as including the following:

1. A high quality professional staff.
2. Execution of tasks on an impartial basis
3. Prompt and timely service
4. Taking advantage of modern information technologies

The strengthening of the Chamber of Deputies throughout the modernization project which culminated in the legal reform of its Organic Law and the Career Service Statute is an important advance in Mexico's legislative strengthening process. However, there are still several pending issues in this process's agenda, such as the "immediate reelection" of legislators, the training of the existing staff, and the hiring of high quality new personnel under the requirements and procedures of the parliamentary career service.

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Curriculum for "Social Information Science" - evaluation and application

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Abstract

This article evaluates the success of a new specialization in Library Science "Social Information Science" - as it was implied in Bar-Ilan University, Israel. This specialty was developed by the author and its theory is described in her book, Social Information Science (1996). The aim of Social Information is to expand the social role of the library, to build new Social Information Banks, and to create a new profession - "Social Information Scientist". This paper analyzes a survey that was carried out among the students. It clearly shows that the students are interested in the subject - 20-25% of them chose to learn Social Information. However, in practice, only 15% of the graduates apply their new knowledge at work. In considering the fact that there is no formal profession of a Social Information Scientist in Israel, these figures show the beginning of interest in this important subject.

Paper

Introduction - What is Social Information Science?

Social Information Science is a new specialization in the framework of information studies and librarianship. It deals with the study of applications and development of all the elements connected to the retrieval and processing of

social and medical information, including the study of society's information needs, the characteristics of data retrieval sources, data processing methods, the ethics of providing information, the development of institutions such as social and medical information banks, and the creation of the new professional: the Social Information Scientist. This discipline was developed by the author of this paper as a special expertise for M.A. students in the Department of Information Science in Bar-Ilan University, Israel. The theoretical and scientific basis of the subject was covered at length in her book: *Social Information Science - Love, Health and the Information Society - The Challenge of the 21st Century* (Sussex Academic Press, Brighton, 1996).[1]

The basic assumption behind the need to develop this new field is that in addition to the technological efforts and inventions that characterize the information society, we also need to develop the humanitarian and social aspects of the new society emerging before us. In a pioneer article about electronic publishing (1978), T.H. Nelson noted: "The paper world we lived in for so long may and perhaps should be supplanted by an electronic counterpart. But in this transformation, we have a chance to improve the world - a one time chance."[2]

The basic premise of the new field is that modern man needs two types of social information for his well-being: (a) direct information, such as: names of institutions, public and voluntary aid organizations, support groups, information on medical treatments and preventive medicine, etc.; and (b) supportive knowledge - meaning the knowledge and information found in literature, movies and poetry, from which man can draw comfort, support, insight, a new way of looking at problems, and original solutions found and tried by others. Social and medical information, when transmitted in a reliable and empathetic manner along with detailed explanations, will give modern man emotional and social stability, and reduce stress as much as possible.

Just as in the 20th century new academic disciplines have been established (e.g., psychology, criminology, educational guidance counseling, business management, computer sciences and others), now, at the threshold of the 21st century, it is important and worthwhile to create a new profession appropriate to the spirit of the times and the needs of society. The 20th century put man's social needs on the stage of scientific research. The 21st century should continue to find solutions for these needs by using new technology and new information channels to give man an anchor that will enable him to take responsibility for his life, to be involved in decisions affecting his life and to choose his best options. During the last 20 years, we have witnessed a growing awareness of this subject through the rise of new issues and projects such as: patient education, preventive medicine, the establishment of medical information centers in hospitals, and the development of referral services in public libraries, all of which prove that there is a need for social and medical information.[3]

The concept of using information and literature for the benefit of society is not new, as proven in the fields of bibliotherapy and psychoneuroimmunology.[4] In addition, there are a lot of different social, practical activities that are not sufficiently known to the general public.[5] What then is the innovation in the new field of Social Information Science? First, its interdisciplinary approach, which combines three elements: information technology, literature (in printed and electronic form) and the public's need for social and medical information; second, its application in library science as a unique expertise with the purpose of educating a new generation of qualified, responsible Social Information Scientists. As responsibility and credibility are essential in such a delicate field such as social information, creating a formal and recognized profession will

prevent the penetration of nonprofessionals into this field.

The conception of the Bar-Ilan University program

The official purpose of Social Information Science is to create institutions called social and medical information banks, and a new professional - the Social Information Scientist, as the author explains in detail in her book (1996). The process of the entry of a new profession into society involves slow stages of trial and error. This phenomenon was taken into consideration during the development of the program. It was also clear that transforming the librarian into a Social Information Scientist will not be an easy task in light of the librarian's conservative image and low library budgets. On the other hand, it is obvious that the public and school libraries should look for new challenges in wake of the decline of reading books and the expansion of new information technologies. Taking all these assumptions into consideration, the Bar-Ilan University program has 3 aims: 1) the training of new librarians (Social Information Scientists) for hospitals, nursing and rehabilitation institutions; 2) educating specialists to develop self-help sections and social information banks in public and school libraries, community centers, and local municipalities; 3) the encouragement of talented students to develop private initiatives in the field of social information. It has been explained from the start to all those who register for the program that this is a new field and that there is no Social Information Science profession in Israel yet.

The Information Science Department in Bar-Ilan is the largest department of its kind in Israel (550 students) and its aim is to promote new fields in order to help Israeli society become an advanced information society. Social information is one of its new projects, in addition to other programs: Information Management, Information Science, and Administration of Public and School Libraries.

Curriculum for Social Information Science

Tprogram began in 1993 as an M.A. specialization and includes two options: 1. Program with a thesis (27 credits including 2 seminars) and; 2. Program without a thesis (37 credits including 3 seminars). Students with B.A. degrees in librarianship were exempt from taking the introductory courses (13 credits). The program lasts 2-4 years. Only outstanding students with B.A. degrees in the social sciences were accepted.

The new specialization is based on an interdisciplinary approach and is built on four components:

1. Basic courses in information science and librarianship (such as: data retrieval, cataloguing, classification, etc.).
2. Basic courses in psychology: "Introduction to Psychology" and an introductory course in group dynamics.
3. Study of the therapeutic aspects of all kinds of communication media: books, poetry, movies, internet sites, etc. (bearing in mind different age groups: children, adolescents, adults and senior citizens).
4. Studies of the potential applications of the new specialization in existing frameworks such as schools, public libraries, and libraries in hospitals, nursing and rehabilitation centers, as well as in new frameworks such as management of new social information banks.

The following is the program curriculum. Please note that each year there are some changes made according to lessons learned during the course of the

previous year.

Introductory courses: 13 credits

Name of course	Credits*
Introduction to information science	1
Introduction to computers	1
Research methods and statistics	2
Introduction to reference work	1
Cataloguing methods	1
Classification methods	1
Computer services in libraries	1
On-line data retrieval	2
Internet resources	1
Marketing of information services	1
Organizational behavior	1

Specialization: Social Information Science

Required introductory courses: 4 credits

Introduction to psychology	2
Group dynamics	2

Specialization courses: 8 credits required for thesis program; 17 credits for non-thesis program

Library services for special populations	1
Medical bibliotherapy in health care institutions	1
Literature and movies as means of support and insight	2
Bibliotherapy for senior citizens	1
Bibliotherapy for children	1
Advanced course in bibliotherapy for senior citizens	1
Bibliotherapeutic evaluation of children's literature	1
Data bases in the social sciences	1
Social information in social services	1
Evaluation of reading abilities	1
Basic skills of the Digital Information Scientist	1
Copyright and ethical issues	1
Elective courses on other subjects	4

Required seminars: 2 credits for thesis program; 3 credits for non-thesis program

Social Information Science	1
Scientific research in librarianship	1
Information systems in educational institutions	1

* 1 credit = 30 hours of learning = 1 semester.

Evaluation and application - data and methods

After 6 years of activity, it is time to evaluate the success and practical application of the new field. From the point of view of the department, it is a success. During all these years, from 20-25% of the students have chosen this specialization despite the fact that it has been made clear to them that this is a new program and there is no guarantee that they will find jobs at this stage. Most of the students have chosen the program without a thesis since it offers a greater selection of credits, a fact that allows them to obtain widespread knowledge in other areas of information as well and will enable them to find jobs in the future in various places.

What is the academic profile of the students? Ninety-nine percent of them are women between the ages of 30 and 50. They all have B.A. degrees in the social sciences - education, psychology, social work; some of them also have teaching certificates and a B.A. degree in librarianship. From a professional point of view, most of them are already working: 30% as librarians and the rest as educational counselors and teachers. It was natural for students with a tendency to aid and support, to choose this specialization.

In the middle of 1999, a survey was conducted among the students who had already completed the program in order to evaluate the satisfaction from the program and its success in the field of employment. The survey focussed on four central questions: 1) What motivated the students to register for this specialization; 2) Did the studies influence their awareness to the social aspect of library science and their attitude towards readers; 3) Are they working in the field or have they developed at their places of work special projects such as: self-help sections in libraries, information centers for social services, preparation of a bibliotherapeutic catalogue, preparation of a self-help literature catalogue or social internet site?; 4) Do they have private or public plans to apply it in the future.

The main findings of the survey follow. The survey was sent to 150 students and 73% of them responded. Most of them - 52% - answered that they chose the specialization because it is a new and interesting field. Some of them (19%) responded that their work deals with related topics and their purpose is to develop social information activities within their libraries. 29% of them responded that they intended to learn a new profession and apply it in Israeli society.

Concerning their awareness of the subject, most of them (75%) said that the course expanded their awareness of the social potential of library science and improved their attention to readers' requests. Others (19%) responded that they had previous knowledge. The rest did not respond (6%).

Concerning the central question dealing with the practical aspect, we learned that 17 students (15% of the respondents) are involved with activities related to the new field. Here the answers were very varied and interesting: Four graduates work as teachers in this field. One, who was a member of the first graduating

class and is a physician by profession, is now teaching courses in medical bibliotherapy, bibliotherapy for senior citizens and social information in social services, in our department at Bar-Ilan. This student also has background in psychology and is also active in Israel in aid and welfare frameworks. The second graduate teaches in the department bibliotherapy for children; she is a librarian by profession with an M.A. degree in education. She also specialized in bibliotherapy within other frameworks as well, and now also teaches courses to kindergarten teachers on the subject. The third is a librarian by profession who teaches an introductory bibliotherapy course, as a special extension course for librarians. The fourth, who holds a senior position in Israel in the field of library science, incorporates the subject of social information into her lectures. Two other respondents developed self-help sections for youths within the framework of school libraries. One of these projects, that took place in the town of Or Yehuda, was studied carefully and it clearly showed that this special self-help section contributed to an increase in the amount of reading and heightened interest in books dealing with teenage family problems, drugs, violence, sex, and others.[6] Two students are jointly building an internet site on the subject of "breast cancer" for an Israeli association for prevention of breast cancer; they received funding for the project from the Ministry of Education. Another respondent, also a leading figure in the field of librarianship, prepared a "literature catalogue" classified according to bibliotherapeutic angles for the Central Library of Tel Aviv. Another respondent built a site for her library and added information on bibliotherapy. Four graduates are now developing data bases in the framework of their jobs in libraries and government projects on the subjects of drugs, information services for senior citizens, television movies - and social values. Yet another graduate is involved in developing a municipal information center in one of the central libraries. Two other graduates are involved in bibliotherapy counseling - one with disabled army veterans, and the other with elderly stroke vict- both under the supervision of psychology experts.

Concerning their plans for the future, 46% responded that they intend to develop the field within the framework of their working place or in a private framework. What about academic research on the subject? Besides articles that were published by the author of this paper, many seminar works have been written in addition to several excellent M.A. theses, for example: "Bibliotherapy and hypermedia", "Self-helf literature in Israel 1967-1997", "Research in bibliotherapy - in Israel and the world - Bibliometric analysis", "Social Information in schools for special education", and "Alternative medicine in Israel and the world - Bibliometric analysis".[7]

In addition to the direct results connected to the students of the department, there has also been increased interest in the subject among Israel's librarian organizations. The author was invited to give several lectures in the framework of The Instruction Center for Public Libraries and the Organization of Special Libraries, as well as in the framework of an international conference for school librarians held by the International Association of School Librarianship (1998). Recently, the leading organization dealing with adult education and the development of community centers has been considering developing social information banks in a community center in Israel.

Conclusions

There is no doubt that the issue of social information should be developed and promoted as part of the changes characterizing the information society. But, like any new activity just beginning, the first stages are slow and it takes time for awareness to grow among scholars as well as the general public. From the point

of view of library and information workers, this is a new field of activity, one of great interest and creative potential that in the future will allow the development of social information banks and academic specialists who will serve as certified Social Information Scientists. The very fact that there is so much interest in the subject among library students shows that they are looking for a new and interesting niche to develop in and to contribute to society. However, in the practical sense, development is slow because of lack of budget and lack of awareness of the issue. In this state of affairs, the activities carried out until now are noteworthy, and with a lot of patience, creativity and the right connections, we hope that Social Information Science will accelerate and contribute a humanistic angle to the technological innovations of the information society.

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The future of copyright management. european perspectives

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Paper

First, a few words about the landscape of intellectual property rights in Europe. It is not monolithic and this point is significant.

Then, I will speak about the European Community legal policy that relate directly to our activity. With regard to it, I remind you that, when directives are adopted at the Community level, they must then be adapted within the national laws of the various Member States of the European Union.

Finally, after this long but essential introduction, I will cover, in the last part, the main evolutions one can expect in the area of copyright and "droit d'auteur" management.

IN EUROPE, DIFFERENT PRINCIPLES ARE EXISTING

I have just used the words "droit d'auteur" , which are words that cannot be translated by that of copyright.

As it happens, the field of intellectual property is interpreted in a different way in Europe. They are various historical reasons for this. For example :

- In the United Kingdom, it is the dissemination of knowledge that is invoked in the introduction to Queen Ann's Law which dates from the early 18th century. The priority is given to social worth, and the corporate and impersonal character

of the scientific process is what justifies protecting the investment required for its dissemination ;
- In France, the land of "droit d'auteur", the starting point is creative writing, literature, which is no longer that of utilitarian designs. At the end of the 18th century, the idea that a work is the product of an individual personality will focus on the rights of the author-creator.

These differences have consequences and I will now sum them up in a very simplified way.

In copyright countries :

- The author releases quite all his rights to his work to the rightholder who is usually an investor, responsible for the distribution of the work, and often a corporate body ;
- The work is part of common law property. Therefore, touching the rights of the producer can be justified if it is for the common good. This is the theory of "fair dealing", presented very briefly, as it is regulated by very precise authorisations;

The theory of copyright rests on the idea of a contract between the author and society, on an economic logic based on the common usefulness of the work. The scope of creation is the profit to the author and the benefit experienced by the public but not the desire to express oneself. The work is an economic object responding to the logic of distribution.

In "droit d'auteur" countries

It's the author, a physical person, that retains the initial rights. He can never transfer the rights attached to the personality (moral rights) but he can transfer the economic rights.

The logic applied here is one where the person is protected above all. The work of the mind can no longer be placed at the free use of third parties. The driving spirit is no longer the necessity to support an economic activity but to support creativity.

Some exceptions to these exclusive rights of authors do exist nevertheless. Not as significant as those allowed by the "fair dealing", they respond mainly to private use and some secondary uses such as the right to citation, to realize a summary or a parody.

This very schematic introduction on the legal systems seemed necessary since the European Union is trying to harmonize our legislation in an effort to de-fragment the European market and because this attempt raises some tricky issues.

On the other hand, if the prototype country for copyright is the United Kingdom, and France for " droit d'auteur", the landscape is not all that simple. Overall, Southern countries are mostly countries with "droit d'auteur" and the Northern ones copyright countries.

THE EUROPEAN UNION POLICY

A must in a European context, Community law plays an important role in our legislation and intellectual property cannot be an exception.

As a reminder, here are a few of directives that have been adopted recently and that can be consulted on the web site of the European Commission.

Directives adopted
1996 Databases
1993 Harmonisation of the term of copyright protection
1993 Satellite broadcasting and cable retransmission
retransmission 1992 Rental and lending rights
1991 Computer programs

and some proposals

- Copyright and related rights in the Information society (" digital environment")
- Resale right for the benefit of the author of an original work of art

These texts might be prolific, circumstantial or sectorial, and because of that, disparate and poorly co-ordinate. They would also result in strange new legal figures as they would often be the result of compromise.

But they meet specific issues at stake :

- The free circulation of goods through the harmonisation of the intellectual property rules in Europe, including in the long term countries of Eastern and Central Europe. Anyway, let me remind you that theses texts are issued by the "Internal Market" Direction of the European Commission.
- The safeguard of the authors and performers rights in a digital environment, in order to meet the requirements of international conventions and to be able to ratify the 1996 WIPO treaties.

I will not make a detailed list of the contents of these directives, but instead will attempt to underline the thorniest points an the debates they have caused and still cause. Two examples:

1. The directives for software and databases

In France, in the name of protecting heavy investments, unfair competition could have been blamed. Instead, legislators have favoured the development of exclusive rights, similar to those of an economic monopoly, such as " neighbouring rights "and copyright.

For software, curiously enough, the choice was based on the work instead of the patent. "Droit d'auteur" countries, must therefore protect an investment in the same legal framework and with the same concepts as for personal creations. In the French law, there has thus appeared an "hybrid" item, because :

- The criteria for protection come from the "droit d'auteur" theory, the originality, that is the person's imprint but in the framework of a technical development ;
- The rules of ownership are borrowed from copyright since it is the employer that holds it ;
- The right of reproduction is "sui generis", I mean new, to account for the utilitarian character of the tool and only one back up copy is allowed ;
- And only a small residual of an artificial moral right remains.

For databases, a new right was set up in order to protect the investments but there too is a reference to copyright in order to protect the selection and organisation of the database, which meet utilitarian criteria but don't express a personality. As to real works, they were already protected by the "droit d'auteur'. Finally, here too, a complex system of three levels had to be built.

2. The proposal of a directive on the harmonisation of copyright

This text is a good illustration of the views of copyright and droit d'auteur defenders. Thus, there is much discussions concerning the nature of fair compensation planned for some exceptions which, too burdensome, could harm the rights of users. On the other hand, one should also point that a special clause concerning the right to adapt would have minimised the possibility of damage to the integrity of the work, so easy in the digital environment. Of course, this is an issue of moral right.

In the end, the text, the final version of which is not yet known, is more of an adaptation of the law rather than a genuine harmonisation since the range of exceptions to monopoly is longer and longer to progressively include all traditional exceptions from all the Member States of the European Union. And Members States will be able to chose which exceptions suit them.

One can also add that the loose interpretation of definitions that can be made by the various courts in the Member States, definitions at times very vague, will possibly emphasise even more the differences. On the other hand, the European Court of Justice may contribute to unify, but in the very long term, European practice jurisprudence.

COPYRIGHT MANAGEMENT IN A DIGITAL ENVIRONMENT

Several modifications can be foreseen in the near future :

- The loss of the exception for a private copy ;
- A strict control over use ;
- The extension of pay-per-view systems ;
- The domination of contracts ;
- The circumvention of collective management societies
- The development of collective work and weakening of moral rights.

The loss of the exception for private copy

In an analogue environment, copy of works for a strictly personal use is one of the main exception in French law. Digitisation that allows for the multiplication of exact copies has been interpreted as an exploitation of works. For this reason, the exception for private copy, already abolished for software and electronic databases may also end for all digital media.

Finally, in the latest known version of the copyright directive, they admit, in return for a fair compensation which takes account of the application of technological measures, an exception for private copy.

I put the stress on the private copy because the exception for teaching and research doesn't exist in France. Yet, and it is worth underlining, some actions are in progress now in my country, in the university circles, in order to obtain a recognition of this exception .

A strict control over use

The distribution of works will be monitored by technical means that allow the identification of works through a system of digital tattoo and the control of their use.

But these systems could slow the access of information and increase the cost of distribution. Mainly, they substitute for legal protection. In fact, they lessen the margins for negotiation since there is no way to freely determine a fair use. In

addition, they could raise questions to the respect for privacy.

The extension of pay-per-view systems

The use of these techniques involve pay-per-view system, though all information and use are not of a commercial nature. Actually, even the mere bringing up on the screen, without downloading, can be subject to payment. This is an excessive protection as screening could be compared to leafing through a book or a journal and this has never be recognised during the negotiations related to the copyright directive. It has even been considered that technical copies be submitted to an authorisation request and the lack of economical value be proven. They usually are in fact and only those that are totally volatile are not included. On the other hand, I repeat a point that is also one that France particularly supports, that privacy of citizens must be protected and these systems provide a monitoring of works that could threaten the anonymity of everyone, be it an individual or an organisation.

Besides, the system of paying by the unit downgrade the mission of libraries and constitute an obstacle for the availability of information to all publics, whatever may be their financial means.

The domination of contracts

Whatever the final text of the copyright directive will be, contracts will be the rule tool in a digital environment.

If the principle of fair use or fair dealing is often mentioned in the world of libraries and institutions of learning, it is, on the one hand, a foreign concept to the French tradition, on the other hand, in the United States, one is seeing a progressive transformation of common law - copyright which incorporates the fair use - to a private right by the adding on of signed contracts with libraries.

We are therefore clearly moving towards contractual solutions. But the contract belongs to private lawand leaves a great deal of liberty in the negotiation. The rightholder is left free to dictate a price and to define the conditions of use according to the market conditions. In this case, to carry adequate weight during the negotiations, it is important to form consortia, buyers' groups, which represent the model one is seeking.

Licence models can be used but they do not solve all the problems and usually require legal assistance. In addition, once the licence is established, one must be able to ensure its maintenance within one's institution.

I might add that there is no plan to mention in the copyright directive that contractual law does not override intellectual property law, something that would ensure that the legal exceptions would have be taken into consideration in contracts or licensing agreements.

In the case of contracts for electronic media, there are new precautions to be taken before signing, in addition to an examination of costs. Besides, the choices will be different depending upon the type of structure and the negotiations can be individual or within a group (consortium). One must not forget that digitised works are not sold and purchased, but that only their access and use are covered by a licence. The licence allows one to give right to use a work without giving the ownership.

Many pitfalls should be avoided during negotiations. Anyway it is the title of a brochure published by EBLIDA (European Bureau of Library, Information and Documentation Associations) that defines the latter. One might also perhaps add that

teaching how to read contracts and the types of negotiations should be integrated in the basic and lifelong training of information professionals.

The circumvention of collective management societies

These societies are in charge of collecting reproduction and communication rights. They are many since each category of work has its own and technological evolution leads to their increase.

But it is unlikely that these societies, anyway in their current form, can facilitate creativity the Internet, mainly because they don't always have the rights they pretend to manage and because it is becoming a rough job to correctly define the type of agency that should be collecting the rights. The crumbling, indeed the conflicting rights makes any kind of management complex. In addition, economic barriers will possibly arise to add to legal barriers.

A recent study on the various ways the European collective management societies operate has just been issued by the European Commission and will no doubt lead to a stand on such issue.

The development of collective work and weakening of moral rights

The French "droit d'auteur" makes difficult to acquire rights through the employer for the works of its employees as well as commissioned works. Only the category of collective work could authorise the fixed payment of authors and limit their moral rights, reduced to the recognition of the paternity.

But even if the collective work is recognised, such as with newspapers, there have been lawsuits filed by journalists to obtain new payment for all digital dissemination of works on paper, considering it a new commercialisation.

This is the origin of the attempt to consider multimedia works, whose legal status is not yet clearly defined, as collective works, so that they could be commercialised in a way similar to copyright. This would be easier for employers and commissioners to manage.

The numerous French collective management agencies have a lot at stake in this debate as they are the ones who must collect the royalties of authors an co-authors, physical entities. If multimedia works are considered a collective work, they risk loosing huge amounts of money, if they don't change their status and the way they work.

CONCLUSION

- Regarding the major principles of the intellectual property management, the two systems - copyright and droit d'auteur - present some advantages. Copyright gives more weight to users, but the "droit d'auteur", thanks to a stronger moral right, allows the author to control the use made of his work, through the right of paternity and the right of the integrity of his work. This would allow him to prevent any re-use that he sees as going against his ideas or his interests.

  In fact, all works should not be dealt in the same way. Some are closer to personal creation, others meet an industrial logic. Therefore, when the industrial stamp is stronger, French law draws on neighbouring rights and economic rights and it becomes more like a collective work. In copyright countries, some categories of works are accompanied by a moral right when they have a personal stamp.

- It seems difficult to-day to give a precise definition of the systems that will soon be offered to us to manage our documents in digital formats. Several systems could co-exist ; pay-per-view systems by the way of technical systems, the payment of rights to collective management societies, taxes on blank media, contracts, ... Besides, a balance must be obtained if the objectives of the information society are to be met, through the desire and need to disseminate for purposes of fame, training, public information and cultural dissemination.
- With regard to the proposed directive on some aspects of copyright, exceptions should be allowed in the public interest for copies made for educational reasons, training, research including personal research. Governments should allow these exceptions to balance the interest of rightholders. There is a real danger in allowing the users to negotiate exceptions with the rightholders who, obviously, want to have a complete control over the access to their works.

We can see that The digital environment raises economic and ethical issues linked to the flow of information. There is a serious risk of decreasing the global access to information, to create a social divide, problems of privacy protection. Only a political will can promote appropriate solutions for equal access to culture while respecting legal principles.

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66th IFLA Council and General Conference

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Advocacy for democracy - the role of the library associations

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Abstract

For some years now there has been an ongoing discussion in Sweden about the crisis in our democracy. Interest and the participation in political matters and political parties have declined drastically, which makes democracy weaker. In 1997, the Swedish Government set up an official commission to discuss and report on the challenges, problems and potential for democracy in the twenty-first century. The report, which was delivered in February this year, shows that people no longer join the popular movements, that young people are not interested in clubs and associations and that the confidence in different democratic institutions has declined. The discussion that has followed this report has shown that there are different opinions as to what kind of democracy is needed. Some consider it to be sufficient if the citizens vote every fourth year and then leave the rest to the elected representatives. Others find that what the citizens do and say between elections is essential to a living and smoothly functioning democracy. And it is the last aspect that the authors of the report believe we should fight for. It is obvious that what has been the core of democracy: discussion, dialogue and open meetings has disappeared.

The Freedom of speech is a cornerstone of democracy. The Democracy is based on public opinion and expression. Politicians should encourage the freedom of opinion and expression, they should seek opportunities and arenas for this in society. Public libraries are such places, but they seem to be forgotten in the debates and the discussions about reclaiming democracy. When the Swedish government began its official investigation into the situation of democracy, we felt that they had forgotten to mention the public libraries as one of the

important conditions for a living democracy. To make a change to this The Swedish Library Association set up a Committee in 1998 to focus on the importance of libraries in a democratic state. We have been in contact with the chairman and other members of the commission, and we have sent them our opinions about libraries and democracy. We have also sought out and spoken with the Minister for democracy. We are in the process writing an opinion about the results of the investigation. Unfortunately, in our opinion, they have still overlooked the libraries. We have attended several seminars and have been invited as lecturers. We have also arranged seminars and invited colleges and politicians. The Committee is now publishing a book about the important role libraries play in a democracy. They have also established10 theses about democracy and libraries that we are circulating all over the country.

It is also the duty of all libraries to do all what they can to inform the citizens about what libraries have and what they can offer. Beyond the citizens, the politicians must also remain constantly aware of the importance of what a library is. The library and its potential must be campaigned for time and again, ceaselessly.

At the main public library in Gothenburg, where I work, we started a project about a year back to make our information and our media materials about the community, the region, the state the EU, the UN and so forth more easily available to our users. We have also put extra effort into access for those who have special difficulties, for example, people whose first language is not Swedish and the disabled. We have gathered all the media and material in one place in the library with PCs that have special access to information from different authorities and institutions. We have librarians who have special training in, for example, law media, EU-media etc. They are available a special day each week for more difficult questions. We also cooperate with local and nationel politicians and MEPs, as well as with other authorities, institutions, and all forms of educations. We arrange meetings between the citizens and the politicians as well as with representatives of the tax authorities, lawyers, and others.

It has been said that the struggle for democracy provides the best training in democracy. I would like to conclude by saying that, in my opinion, the continuing struggle for library values is the best way to keep libraries and democracy alive.

Paper

What is democracy? There are different definitions. But if you will define a state as a democracy when it is built on the principles of universal and equal suffrage, the democracies of our time are a very modern phenomena. In Sweden, there has only been universal suffrage since 1918. It was the result of a long struggle based on the work of many popular movements. The start of most of the public libraries in Sweden had the same origin. The people who fought for democracy were aware of the importance of knowledge and free access to information and culture. Therefore they built up libraries within their organisations to be used by their members. Later, when democracy was established, the municipality took over the responsibility, for various reasons, including guaranteeing all citizens free access to a library.

For some years now there has been an ongoing discussion in Sweden about the crisis in our democracy. Interest and the participation in political matters and

political parties have declined drastically, which makes democracy weaker. There is a gap between the citizens and the elected representatives. The confidence in politicians has declined and a survey made in 1997 to test the credibility of different public institutions shoved that the Parliament, the unions, the municipal council, and the political parties were extremely low. This same year, 1997, the Swedish Government set up an official commission to discuss and report on the challenges, problems and potential for democracy in the twenty-first century.

The report, which was delivered in February this year, shows that people no longer join the popular movements, that young people are not interested in clubs and associations and that the confidence in different democratic institutions has declined. The discussion that has followed this report has shown that there are different opinions as to what kind of democracy is needed. Some consider it to be sufficient if the citizens vote every fourth year and then leave the rest to the elected representatives. Others find that what the citizens do and say between elections is essential to a living and smoothly functioning democracy. And it is the last aspect that the authors of the report believe we should fight for.

Different explanations as to why the situation has become like this have been put forward. Some say that when the political parties have been a part of the establishment instead of society as a whole the citizens do not feel involved or interested anymore. Others claim that since the real political power has been moved to Brussels where it is inaccessible, and the national parliament has less to decide about, ordinary people lose interest in political matters.

It is obvious that what has been the core of democracy: discussion, dialogue and open meetings has disappeared. And what has replaced all this? It seems to be the media. Today, contacting the media seems to be a better way of making your voice heard than talking directly to an association or a public authority. If you want to influence something it is better to use the media than to try to affect a politician.

It is also the media that tells us what the politicians decide. This gives the media great power and the dialogue between the citizens and the politicians no longer takes place within the political parties or in the popular movements but elsewhere. German philosopher Jürgen Haberman makes a distinction between authentic opinion and opinion by acclamation. The first arises through discussion, the media creates the latter. The important encounter between human beings has vanished. This is a threat to democracy, especially as the fact is that very few people have the opportunity to be heard in the media. If people think they cannot be heard and that no one pays attention to their opinion, the public dialogue ceases to exist and the confidence in democracy declines.

The Freedom of speech is a cornerstone of democracy. The Democracy is based on public opinion and expression. Politicians should encourage the freedom of opinion and expression, they should seek opportunities and arenas for this in society. Public libraries are such places, but they seem to be forgotten in the debates and the discussions about reclaiming democracy.

To quote the UNESCO public library manifesto - "Freedom, prosperity and development of society and of individuals are fundamental human values. They will only be attained through the ability of well informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought,

culture and information". Public libraries are the guarantors of all this. Freedom of expression cannot exist without access to it. If citizens are to participate and form their own opinions they must have access to political, social, economic and other information as well as cultural expression, all of which they can find in good quality libraries.

When the Swedish government began its official investigation into the situation of democracy, we felt that they had forgotten to mention the public libraries as one of the important conditions for a living democracy. As the chairman of the commission said - "libraries are so self evident that we do not need to mention them". Unfortunately this is an opinion that seems to be held by many politicians, which means that the importance of libraries is too seldom mentioned. To make a change to this The Swedish Library Association set up a Committee in 1998 to focus on the importance of libraries in a democratic state. So what has come out of this involvement? We have been in contact with the chairman and other members of the commission, and we have sent them our opinions about libraries and democracy. We have also sought out and spoken with the Minister for democracy. We are in the process writing an opinion about the results of the investigation. Unfortunately, in our opinion, they have still overlooked the libraries. We have attended several seminars and have been invited as lecturers. We have also arranged seminars and invited colleges and politicians. The Committee is now publishing a book about the important role libraries play in a democracy. They have also established10 theses about democracy and libraries that we are circulating all over the country. We have produced them, for instance, as postcards and bookmarks.

These are the 10 theses:

1. A temporal and spatial forum
2. Experience life - living through and with others
3. Free of charge, free for all - ideas, words and links
4. A place to learn the basics of participation
5. An interface for citizenship
6. Knowledge as the road to empowerment
7. Outward perspective, inward perspective, insight, opinion
8. Words, meanings contexts
9. A safe haven for all
10. Diversity and potential

So now we can add The Swedish Library Associations 10 theses to UNESCO's Public Library Manifesto and The FAIFE Declaration on Libraries and Intellectual Freedom.

The discussion about the crisis of democracy certainly has had effects on many people, organisations and institutions and it has also, of course, been debated in all the media. This has been a good thing in itself and I think it has strengthened the democratic ideas. What it has also shown is that democratic activities have new forms. Instead of depending on the established political parties in which people have lost confidence, new groups are formed. They get together when there are a question that affects them. It has become more important to make opinions heard through petitions, manifestos, boycotts, and so on. For these forms of direct democracy as for all others it is necessary to have libraries that provide access to information and that serve as gateways to knowledge, thought and culture. It is also the duty of all libraries to do all what they can to inform the citizens about what libraries have and what they can offer. Beyond the citizens, the politicians must also remain constantly aware of the importance of what a library is. The library and its potential must be campaigned for time and

again, ceaselessly.

At the main public library in Gothenburg, where I work, we started a project about a year back to make our information and our media materials about the community, the region, the state the EU, the UN and so forth more easily available to our users. We have also put extra effort into access for those who have special difficulties, for example, people whose first language is not Swedish and the disabled. We have gathered all the media and material in one place in the library with PCs that have special access to information from different authorities and institutions. We have librarians who have special training in, for example, law media, EU-media etc. They are available a special day each week for more difficult questions. We also cooperate with local and national politicians and MEPs, as well as with other authorities, institutions, and all forms of educations. We arrange meetings between the citizens and the politicians as well as with representatives of the tax authorities, lawyers, and others.

I hope I have given you an example of the library as the only institution in society that provides - "a temporal and spatial forum - a place to learn the basics of participation - and access to knowledge as the road to empowerment" for all.

It has been said that the struggle for democracy provides the best training in democracy. I would like to conclude by saying that, in my opinion, the continuing struggle for library values is the best way to keep libraries and democracy alive.

Thank you for your attention.

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Artists in Canada: a National Resource

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&
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Paper

Artists in Canada is a bilingual union list of documentation files on Canadian artists held by the National Gallery of Canada Library and by twenty-two libraries and art galleries across the country. More than 42,700 artists are represented in *Artists in Canada*, with biographical information, as well as locations for files. Originally compiled manually, *Artists in Canada* has been automated since the late 1970s and has been accessible internationally on the World Wide Web since 1995 at http://www.chin.gc.ca.[1] *Artists in Canada* is also available in print format. A new edition, published in 1999, is a volume of nearly 750 pages.

Canadian context:

The origin of *Artists in Canada* is rooted in the history of the National Gallery Library.[2] In the 1920s, when the National Gallery of Canada had been in existence just over forty years, curatorial staff began assembling documentation files on Canadian artists. An estimated 5,000 files had been collected by 1956, when the first librarian was appointed.[3]

These files are essential research tools, particularly important within the Canadian context. Until very recently, the history of Canadian art was not written in monographs, scholarly journals and retrospective exhibition catalogues, but rather in unlikely periodicals, such as the *Canadian Theosophist*,

in small, privately printed exhibition notices, and in reviews in local newspapers, which have never been indexed.[4] When J. Russell Harper's *Painting in Canada* appeared in 1966, it was the first comprehensive survey of Canadian painting from its beginnings in the seventeenth century to its diverse modes of expression in the twentieth century.[5] In the Canadian university curriculum, the history of Canadian art was not defined as a discipline until the 1960s, and the development of supporting research collections across the country is a still more recent phenomenon.[6] Consequently, until very recently the bibliography of published material on Canadian art and artists was sparse.

Publishing in the history of Canadian art is now flourishing, and the documentation files on Canadian artists are still an invaluable source of information. They contain primary research material which has accumulated over the span of eighty years, and are often the only source of information available on emerging and lesser known artists.

Documentation files:

The Documentation Centre at the National Gallery of Canada Library holds files on the National Gallery of Canada, on Canadian art schools, galleries, and societies, and on Canadian and non-Canadian artists, museums, collectors, writers, lecturers, and trustees. The files on Canadian artists are the most frequently used, and the only ones incorporated into *Artists in Canada* at this time.

From the beginning, the definition of an artist in Canada has been interpreted broadly. Similarly, the National Gallery of Canada Library will open a file on any artist for whom we have documentation, without passing judgment on artistic merit. The files encompass artists working in a wide variety of media: painting, textiles, sculpture, pottery, video, graphic design, installation art, architecture, photography, bookbinding, and many others.[7]

Individual files typically contain so-called "ephemera", such as artist information forms, press clippings, exhibition announcements, postcards and articles from unindexed small-press periodicals. Files vary in size from a single item to several hundred documents.

The artist information forms, devised by the National Gallery Library, are of particular interest because they are submitted by the artists themselves. We distribute the standardized forms across the country, inviting artists to provide not only a curriculum vitae, but also biographical details, such as their variant names, representing agents, preferred media, principal works, and other information. In the past, the forms were often handwritten, and occasionally illustrated with original sketches.

Formats:

In 1969, library staff at the National Gallery of Canada prepared the first recorded checklist of the files in the Library's collection.[8] Typed in double columns on a manual typewriter, this unassuming document was the modest beginning of *Artists in Canada*. It listed the names, as well as birth and death dates, where known, of approximately 6,800 artists. A supplementary checklist was published in 1970, and updated versions of *Artists in Canada* were published in 1972 and 1975. In addition to the list of artists' names and dates, the 1975 edition included the media in which artists worked and the province or territory in which they resided.

In 1976 information concerning the National Gallery's holdings of documentation files on Canadian artists was entered into the *Artists in Canada* database of the National Museums of Canada's National Inventory Program (now called the Canadian Heritage Information Network, or CHIN). The database was used to generate the Gallery's 1977 publication *Artists in Canada: Files in the National Gallery Library*.[9]

As technology raised new possibilities, a number of factors coalesced. By 1982, *Artists in Canada* had become a union list with twenty contributors. A number of enhancements followed: new fields were added to the records to enrich searching possibilities, the database was restructured to accommodate its rapidly increasing size, a bilingual *Data Dictionary* was compiled to provide protocol and standards for decentralized data input, new contributors signed on, and a *Contributors' Guide* was prepared to outline procedure for off-line data entry and for modifications to records already residing in the database.[10]

It was a great honour when the 1999 edition of *Artists in Canada* received the Melva J. Dwyer award, given under the auspices of ARLIS/Canada, the Canadian chapter of ARLIS/NA, for an exceptional reference or research tool relating to Canadian art and architecture.[11]

CHIN:

The National Gallery Library maintains *Artists in Canada* in partnership with the Canadian Heritage Information Network (CHIN). Launched in 1972, CHIN is an agency of the federal government, initially created to develop a comprehensive inventory of Canadian museum collections and to provide collections management services to institutions in all regions of the country.[12] On the World Wide Web, CHIN is an electronic gateway to Canada's rich cultural and natural heritage. Among its ambitious roster of services, it has established databases for humanities, natural sciences, and archaeological sites, representing collections of Canadian museums and heritage institutions. CHIN also provides access to a series of specialized bibliographic and reference databases, which contain a wide range of information of interest to museums. *Artists in Canada* is one of the reference databases hosted by CHIN.

Entries:

In the print version of *Artists in Canada*, a typical entry provides the artist's name and, when known, the date and place of birth and of death, the media or techniques used by the artist, and the institutions that hold a file on the artist. Cross-references are provided when an artist is known by more than one name, and an asterisk following the name indicates that it has been established according to the *Anglo American Cataloguing Rules*.[13]

The database contains additional information on the artists' citizenship, sex, and last known place of residence, as well as supplementary biographical information. The database also contains fields that assist in the management of the database itself, recording, for example, when and by whom an entry was created and when it was last updated.[14]

Bibliographic standards:

Up to twenty-four searchable fields are possible for each entry. To ensure consistent and validated information, work has begun on name authorities and

controlled vocabulary is used in the artist technique field. Since *Artists in Canada* is bilingual, in French and English, controlled vocabulary enables the system to provide equivalent terms for searching in either official language. Canadian and non-Canadian place names have also been standardized on the basis of language.[15] These bibliographic standards facilitate precise searching and ensure reliable results.

Searching capabilities:

Artists in Canada is the largest and most comprehensive list of Canadian artists in existence; consequently, searching by the name of an artist is often the first point of entry. Although the database is not an officially designated authority file, by virtue of its unique and extensive coverage, *Artists in Canada* is an essential tool for identifying Canadian artists. The Artist Index consists of all artists' names and their variant forms. Approximately 2.6% of the records in *Artists in Canada* have achieved authority status.[16] The work of verifying names and establishing authorities is ongoing.

The database also supports advanced searches, allowing the researcher to combine a number of fields. This capability enriches searching possibilities for groups of artists who meet specific criteria, such as female photographers working in Vancouver.

Future directions:

Artists in Canada is a key resource within CHIN's constellation of information resources. But as scholarly work in Canadian art advances, the research community requires much more information than a single database, or even a constellation of databases can provide. Today's needs and expectations are for authoritative information, delivered immediately, with citations followed by full text, and accompanied by images. The challenge for the future is to provide links across diverse resources, addressing audiences with any number of research needs.

In April 2000, consultations began in fourteen centres across Canada, aimed at shaping a vision for The Virtual Museum, supported by funding from the federal government. CHIN, in partnership with member museums and other federal institutions, is striving to arrive at a decentralized model, with national content and global reach via the Internet.

Achieving integrated access to heritage information across a vast, bilingual country is an enormous task. CHIN pioneered the concept in the 1970s, when it provided Canadian museums and subscribers to CHIN services with an electronic gateway to inventories of Canadian museum collections. CHIN now has nearly thirty years of expertise in providing access to vast amounts of information. That expertise - working with partners, making collaborative decisions, dealing with different audiences - is at our disposal.

At the National Gallery Library, our next step is to launch the Library's online public catalogue on the World Wide Web, linking it to *Artists in Canada*. With this link in place, we could potentially bring together a suite of online resources within the National Gallery, ranging from the Library's visual resources, which currently reside in a local database, to Multi MIMSY, the Gallery's collections management system and Cybermuse, the Gallery's virtual showcase of the permanent collection. From there, taking one step at a time, we envision a future with seamless links from the artist's name to a wealth of text and images stored

not only at the National Gallery of Canada, but in collections across the country. *Artists in Canada*, a collaborative resource of national significance, is the foundation stone for shaping the vision.

Notes

1. For the history of *Artists in Canada* with bibliography see Cyndie Campbell, "Documenting Canadian Artists: The History of Artists in Canada," in *Artists in Canada: A Union List of Artists' Files / Artistes au Canada. Une liste collective des dossiers d'artistes* (Ottawa: National Gallery of Canada, 1999), pp. 12-19.

2. For the history of the National Gallery of Canada library see National Gallery of Canada, *Library and Archives Collection Development Policy* (Ottawa: National Gallery of Canada, 1996), pp. 11-12, and Jo Nordley Beglo, "Collecting for a Nation: The National Gallery of Canada Library: Past, Present, Future," Paper delivered to the Art Libraries Society of North America (ARLIS/NA), Vancouver, British Columbia, 29 March 1999. National Gallery of Canada fonds, National Gallery of Canada Archives, Ottawa.

3. Susan Hasbury, "Documentation Files in the National Gallery Library," Paper presented by J.E. Hunter to the Canadian Library Association, Calgary, Alberta, 14 June 1985, p. 1. National Gallery of Canada fonds, National Gallery of Canada Archives, Ottawa.

4. Jo Nordley Beglo, "The Origin and Development of Canadian Research Collections in Support of Study and Teaching in the Visual Arts," Paper delivered to the Art Libraries Society of North America (ARLIS/NA), Montreal, Quebec, 13 March 1995. National Gallery of Canada fonds, National Gallery of Canada Archives, Ottawa.

5. John Russell Harper, *Painting in Canada: A History* (Toronto: University of Toronto Press, 1966).

6. T.H.B. Symons, *To Know Ourselves: The Report of the Commission on Canadian Studies*, 3 vols. (Ottawa: Association of Universities and Colleges of Canada, 1975-1984), v. 1, p. 37.

7. *Artists in Canada*, 1999, p. 20. We include artists who were born in and worked in Canada, artists who were born elsewhere but who have spent their working lives in Canada, and artists who were born in Canada but spent most of their working lives abroad.

8. *Check List of Canadian Artists' Files: In the Library May 1968 / Liste des dossiers d'artistes canadiens. À la bibliothèque mai 1968, Ottawa*, 1969.

9. *Artists in Canada*, 1999, p. 12-13.

10. Peter Trepanier, "The Artists in Canada Reference Database: Revised, Updated and Enlarged." *Art Documentation*, 14, no. 1, (Spring 1995), p. 10. See also Sylvie Roy and Peter Trepanier, *Artists in Canada Data Dictionary* (Ottawa: National Gallery of Canada Library, 1994) and *Artists in Canada Contributor's Guide* (Ottawa: National Gallery of Canada Library, 1994).

11. The Award was established by the Canadian art library community in 1985

to honour the distinguished career and contribution of Melva Dwyer, who for thirty-one years was Fine Arts Librarian at the University of British Columbia.

12. Information about CHIN, its mission and services is available at the web site: http://www.chin.gc.ca. For an historical overview see Wendy Thomas, "Developing a National Web Site: The Canadian Experience," Museum International, no. 204 (1999), pp. 14-19.

13. Michael Gorman and Paul W. Winkler, eds., *Anglo-American Cataloguing Rules*, 2nd ed., 1988 rev. (Ottawa: Canadian Library Association, 1988.)

14. Artists in Canada, 1999, p. 25.

15. Ibid., pp. 14-16. The fields in the database include artist/maker, artist's other names, citizenship, references, authority status, technique, sex, address date, address city, address province, address country, birth date, birth city, birth province, birth country, death date, death city, death province, death country, file location, record creation date, record update date, record number. Place names have been standardized according to the following rationale: National Resources Canada's *Canadian Geographical Names Data Base* (Geonames.NRCan.gc.ca/english/Home.html), which lists place names recognized by the Canadian Permanent Committee on Geographical Names, has been used as the authority for Canadian geographical place names. Apart from a few notable exceptions, as in the case of Canadian federal lands (including Indian reserves), the Committee recognizes only one official name - French or English - for inhabited places (villages, towns, and cities) in Canada. All other place names are given in full in English and French.

16. Ibid. A list of biographical sources to be consulted in conjunction with artist references field (ARRF) is appended to the *Data Dictionary* and available with *Artists in Canada* at the CHIN web site.

Chronology

1920s	National Gallery of Canada begins collecting documentation files on Canadian artists.
1956	First librarian is appointed at the National Gallery of Canada. Number of documentation files is estimated at 5,000.
1969	Checklist is of approximately 6,800 files in the National Gallery of Canada Library is published: *Check List of Canadian Artists' Files: In the Library May 1968 / Liste des dossiers d'artistes canadiens. À la bibliothèque mai 1968* (Ottawa, 1969). Microfiche production of selected files begins.
1970	Supplementary checklist is published: *Supplementary Check List of Canadian Artists' Files: In the Library March 1970 / Liste supplémentaire des dossiers d'artistes canadiens. À la bibliothèque mars 1970* (Ottawa, 1970).
	Updated cumulation is published: *Check List of Canadian*

1972	*Artists' Files: In the Library September 1971 / Liste des dossiers d'artistes canadiens. A la bibliothèque septembre 1971* (Ottawa: National Gallery of Canada, 1972)
1975	Interim list is published: *Artists in Canada: Files in the National Gallery Library / Artistes au Canada. Dossiers à la Bibliothèque de la Galerie nationale* (Ottawa, 1975). Incorporates additional names, corrections and cross-references made since 1972. Includes media in which the artists worked and the province or territory in which they resided, as well as a list of files available on microfiche.
1976-1977	Information concerning the National Gallery of Canada's holdings of Canadian artists files is entered into the *Artists in Canada* database in the National Museums of Canada's National Inventory Programme.
1977	Updated cumulation is published from the database: *Artists in Canada: Files in the National Gallery Library / Artistes au Canada. Dossiers à la Bibliothèque de la Galerie nationale* (Ottawa: National Gallery of Canada Library, 1977). Contains information found in 1975 edition, as well as new entries and corrections made prior to March 1977. Includes art dealers known to be associated with artists, and indicates availability of a file on microfiche.
1978	National Library of Canada publishes survey, *Fine Arts Library Resources in Canada*, recommending that the National Gallery Library "be an active participant in the determination of a coordinated register with indexes of the contents of important documentation files." (vol. 1, p.100); potential for *Artists in Canada* as a union list is discussed at a meeting of the Canadian Art Libraries Society (CARLIS).
1979	Meeting is held at the National Gallery Library to discuss the scope and eventual implementation of the *Artists in Canada* union list.
1980	Institutions listed in National Library's 1978 survey of *Fine Arts Library Resources in Canada* are sent a letter explaining the union list project and requesting lists of files to be added to the database.
1982	Union list is published: *Artists in Canada: A Union List of Files / Artistes au Canada. Une liste collective des dossiers* (Ottawa : The Library, National Gallery of Canada, 1982). Includes information on the holdings of twenty contributing libraries and art galleries. Following the 1982 edition, the database is restructured, and the number of fields in the record increased from nine to thirty.
1985	*Artists in Canada* database is on-line in its new form, with enriched searching possibilities.
	Union list is published: *Artists in Canada: A Union List of Artists' Files / Artistes au Canada. Une liste collective des*

1988	*dossiers d'artistes* (Ottawa : National Gallery of Canada, 1988) Contains nearly 40,000 entries, almost doubling the size of the 1982 edition; reports holdings of twenty-four contributors.
1993	Discussion begins between National Gallery of Canada Library and Canadian Heritage Information Network (CHIN; formerly the National Inventory Program) regarding revision of the database and procedures for decentralized input.
1994	Data dictionary is compiled to provide protocol and standards for data input from contributing institutions: *Artists in Canada Data Dictionary and Le dictionnaire de données d'Artistes au Canada* (Ottawa: National Gallery of Canada Library, 1994).
1994	*Artists in Canada Contributors' Guide* and *Manuel d'utilisation pour les collaborateurs de la base de données Artistes au Canada* is compiled to outline procedure for off-line data entry and editing.
1995	*Artists in Canada is available on the World Wide Web http://www.rcip.gc.ca.*
1999	New edition is published: *Artists in Canada: A Union List of Artists' Files / Artistes au Canada. Une liste collective des dossiers d'artistes* (Ottawa: National Gallery of Canada, 1999).

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Diversity of training versus diversity of users: the Z. Aranne Central Education Library case study

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Abstract

The Z.Aranne Central Education Library has two functions: it is an academic library as well as a national library on education.

As an university library it serves the students and the faculty of the School of Education and also students of other faculties of the Hebrew University.

The Education Library plays the role of a national library with its special collection including reports, decisions and archival material about education in Israel, textbooks for schools and other educational non book materials with historical significance.

The library users have access to electronic resources as e-periodicals and databases, through the library network, as part of the Universities Libraries Consortium.

The Education Library is on its way to being a global library and must enable the users to maximum and easy access to all library resources.

Versus the multiple possibilities in the era of advanced technologies is the growing diversity of the Education Library users.

The library has to adjust it by structured training programs as:

1. *general library orientation*
2. *workshops for faculty for use of electronic resources*
3. *workshops for M.A. and Ph.D. students oriented to special research subjects*
4. *library orientation for Israelis who study at foreign university branches*
5. *workshops for school pupils on special collections on hot educative subjects as :drug education, violence in schools*

The Z.Aranne Education Library hopes to meet the new millenium with appropriate training programs for its users.

Paper

The 3rd millenium, opening the era of the electronic library in a new information society, changes the library world and its services.

When Plato suggested to Socrates to write down their discussions, the teacher, at the beginning, opposed it because he thought that it could inhibit the thinking process.

Today, in the era of communication networks, we are in a similar situation : thinking is in a continual movement, with updated information between the users.

It is possible to think and read and search and write even in an isolated room using the new technologies. The user training programs in libraries must be also adapted to these new working conditions of their users. For searching in most databases, the academic libraries have reduced their roles as intermediaries, preferring instead to teach users how to be independent and competent searchers and evaluators of information. At our staff meetings we discuss how to teach end-users to become effective searchers. We are still concerned about our teaching role, and how library users can best become independent, competent learners. We make efforts to integrate basic library literacy with technology literacy and critical thinking skills. For the past two years we have succeeded in introducing Internet instruction into the School of Education curriculum as a credit-bearing course in alliance with other new technology-based academic courses.

The librarians help users to understand effectively and efficiently how to formulate a research statement, how to access, analyze, interpret, evaluate and use the information found. The librarians help users to understand that not all data can be translated into reliable, accurate, credible or authoritative information.

We see the importance of helping users to be critical consumers of information. As librarians, we know that even poorly constructed searches can retrieve some information from the Web sites available through the Internet. It is only through the precision of searching and the critical evaluation of search results that useful information can be located.

In today's library environment, since the library subscribes to or licenses electronic resources based on specific price models, as librarians, we are more

aware of the needs of our users.

Because of simultaneous use of the databases, we are concerned with access issues: some information provides restrict information to only in-library use (no remote access) or to certain types of users, such as only faculty and students.

The access to electronic resources is limited to faculty and students through proxy servers. These services authenticate users who wish to search electronic library resources (journals, databases) through non-campus Internet Service Providers. Because of the growing demand for quick and convenient access to shared electronic information resources, we impose time limits on our users. This time restriction increases the need for users to know how to search for needed information efficiently and effectively, especially as the number of Web-based full-text databases continues to grow in popularity.

An efficient and effective user training program increases user satisfaction with the library, and the users searching abilities enable them to find relevant materials in minimum time.

The Education Library at the Hebrew University has a collection of about 150.000 titles of books, educational materials and about 500 periodicals from all over the world , covering education , didactics, sociology, psychology, anthropology, statistics .

As an university library it serves the students and the faculty of the School of Education and also students of other faculties of the Hebrew University.

The Education Library plays the role of a national library of education with its special collection including reports, decisions and archival material about education in Israel, textbooks for schools and other educational non book materials with historical significance.

The library users have access to electronic resources and databases, through the library network, as part of the Universities Libraries Consortium.

The Education Library is on its way to being a global library and must enable users to maximum and easy access to all library resources.

Versus the multiple possibilities created by advanced technologies is the growing diversity of the Education Library users. The library has to adapt to this by structured training programs :

1. **General library orientation**

   Each first semester, we promote our services and library resources to the new students at the School of Education , by offering a general library orientation. The students have the possibility to participate in training at different hours, in groups of up to 20 persons.

   Students who need library refresher training are assisted on an individual base by the reference librarian.

   The general library orientation includes a tour of the library , an explanation of all library services and a computerized vivid presentation of the library catalog, search possibilities and library resources. The Aleph program for universities libraries in Israel is user friendly and is consistently being improved.

View screen shots of the computerized presentation
[Acrobat PDF 127KB]

We must consider the computer abilities of our students: the youngest , learn easily how to manage with the new technologies, others, older, need, in addition , also person to person instruction.

2. **Workshops for faculty use of electronic resources**

Many of the School of Education faculty were students themselves, they remember how to use the library resources, but as all areas of information processing and access have been affected by the increasing use of technology , they need workshops every year. They are quite familiar with the literature in their fields and they regularly peruse their journals, but many have not kept up with the changes that technology has imposed on information . The workshop helps faculty to update their bibliographies with electronic access materials and then students who are busy with jobs , families and studies can learn from home, during their free time.

In other words, this workshop helps faculty and students to get the best from our library resources and to work on their own, but they can always receive a professional help when they have problems.

3. **Workshops for MA and PHD students oriented to special research subjects**

The increasing use of technology in our library affects all areas of information processing and access. The increase in electronic resources offers the students more and more options of information searching. But just as students are accustomed to a CD-ROM database, they must learn a new search interface as we migrate from CD-ROM's to online access. We have not a common search platform for all databases and the users must learn and understand various search interfaces. The MA and PHD students prefer more and more electronic sources, they become familiar in a short time with the changing interfaces or with navigation through the Internet.

4. **Library orientation for Israelis who study at foreign university branches**

The Education Library gives library services to Israelis who study at foreign university branches. There, they do not have sources of information and through special arrangements with academic Israelis libraries, the students can learn to use the updated collections. The students are very interested in easy use of library resources, especially of electronic databases, many of them , with full text. They are working people and the possibility of accessing the electronic resources in their free time, from home, is very important and increase the workshops' value.

5. **Workshops for school pupils on special collections on hot education subjects as: drug education, violence in schools**

The Z.Aranne Education Library was built also with the help of the Ministry of Education and allows the use of its special collections on hot education subjects, for school pupils. In the library collections the pupils can find books, articles or educational non print materials(games,

videotapes) on actual subjects: violence in schools, drug education, democracy in Israel.

Prior to the beginning of the academic year, as chief librarian, I meet with the School of Education +Dean and the pedagogic secretary, in order to establish a timetable for the workshops and to discuss promotional strategies. We need the help and attention of the faculty in order to have well-attended training programs. We advertise the workshops on wallboards and by email. As chief librarian I advertise the events at special faculty meetings and appeal them to push for library competence instruction and I let them know that we are open to suggestions and improvements.

A library electronic newspaper calls for workshops participation and advertises our new acquisitions.

In each of the first three workshops we teach new possibilities of searching or new versions of the library software. The workshops focus on the library's electronic resources, teaching how to access and use. We cover many databases from the university special menu and explain also home access of the library's resources.

We teach users how to analyze a query, put it into words and build an appropriate strategy. The users become familiar with the basic concepts of subject, keyword, author and citation searching. We build a step-by-step orientation in using new tools. We emphasize the importance of these workshops in teaching library research methods and integrating this instruction in the School of Education curriculum. We emphasize that the users ,when coming into the library without having a clear idea of what they want to find, waste their own time and also the reference librarian's time. Some of them use the database or the catalog file left open by the preceding user.

The reference librarian also helps on an individual base, how to define a topic, where to locate information, how to distinguish between popular and scientific articles. The reference librarian teaches to be discriminating and not accept all information retrieved through the Internet, regardless of its source or authority.

During faculty meetings, I reinforce that library t raining workshops need to be included in the School of Education curriculum.

For experienced users we provide a variety of Web URLs in education and additional subjects, which may be reached through our library homepage. We give passwords for accessing databases available only to our users.

The library prepares flyers with general library information and basis help instruction for database searching.

We lack technical assistance in the library; the librarians are able to help only with simple computer problems and we refer our users to the Computation Center help desk.

The new Web version of the library offers the bonus of new technology: a new and clean form of the library catalog and the workshops emphasize this.

The last part of the workshop is dedicated to users' questions.

Today, the formats of information increase, including full-text, spatial, image, bibliographic or numeric databases, a huge number of electronic journals with articles hot linked from multiple electronic indexing and abstracting services. All these transform the librarians into information competence instructors.

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The women of Kazakstan: the source of cultural development

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Paper

From time immemorial the Kazak women, beginning from the legendary Tomiris and up to to the heroines of modern times, participated in the administration of the country and equally with the men defended the other land. The virtuous Kazak will never chide a girl. We never put parandja (the veil) upon woman. And in the years of the Great Patriotic war (1941-1945)only two Oriental girls became Heroes of the Soviet Union and these are representative of the Kazak people Manshuk Mametova and Alia Moldagulova.

In the modern independent Kazakstan women constitute more than the half of our population - 51,8%. The level of education with the Kazakstani women is also higher. Per 1000 people it was 129 degreed women and 117 men, or 1% higher. By the results of the December 1999 election to the higher and local organs of state administration of the country 8 women (8% of the whole composition) passed to the higher legislative organ of the country Majilis, and 639 (10%) became deputies of the Maslihats, the regional legislative organs. 4 women head the central organs of power, 5 occupy the posts of vice-ministers, the same number are deputies of akims in the regions, in the diplomatic corps there are 3 women-diplomats.

The women of Kazakstan are extremely valuable political, economic and what's of interest to us cultural resource. Their role in culture and art can be defined as the transference from generation to generation of the memory of

the tribe, nation, mankind on the whole. In the system of education 75% are women, in the cultural spherethere are employed more than 62% of women. They are active creators of intellectual values, carrying out the role of conductors and keepers of national tradition and memory.

The genetic memory of country administration, freedom of thought and freedom of expression played its positive part in modern society, which led to the appearance of the leader-woman. The modern woman is characterized by the avid striving towards learning, and conceiving the mechanisms of business, participation in decision-making in the organs of state administration, in the sphere of business and cultural activity, at home and in civil society. Women demonstrate spirit and initiative, perseverance and ability to use their social links and contacts in order to really and effectively achieve substantial positive changes in the country.

In the young democratic state such as Kazakstan, culture develops in the following trends:

- preservation and development of Kazak national culture and cultures of other peoples of the country,
- preservation and augmentation of historic-cultural heritage,
- deepening and intensification of international cooperation,
- integration into international cultural space,
- formation of home market of cultural production and services.

Women's associations and organizations are represented in all spheres of the cultural life of the country from the folk handicraft to cinematography and make contribution into preservation and development of Kazak culture. With the purpose of fullest realization of their creative and organizational capabilities, women come forward with the initiative to create private authorized educational-cultural establishments. In the handicraft sphere these are the craftswomen from distant places, united into *"Sheber"* aul, where they create on an equal basis with men. There in the country and far beyond are well-known the names of Aiman Musakhodjaeva and Janiya Aubakirova, who became organizers and leaders of highly-professional musical collectives.

In Kazakstani librarianship there are practically 100% women. It must be noted, that the leading educational establishment of the country that prepares cadres for work in libraries is the Women's pedagogical institute.

At present in Kazakstan there are many problems in the work of the libraries: the under-development of legislative-legal basis of libraries' activity, their closure due to economic problems, difficulties in fond-formation, technological backwardness etc. But despite all this, the women-librarians of the country are an unusual world, where there reign high civil duty, the realization of significance of their work as the source of cultural development, unanimity, an especial devotion to work, desire to bring the book and thus knowledge and information to every resident of the country. There in the Kostanai region there opened a library, organized on a voluntary basis. Another astounding example, when the workers of the libraries continue work even after the closing of the establishment, because they feel they are needed. Thus, in the Kzyl-Orda region the workers of the libraries in response to the residents' request, continued work till the aim revoked the unjust decision.

In modern conditions every library in Kazakstan, beginning from the

National, including the specialized republican, city and ending with the rural ones, became the informational and cultural centre. The librarianship practice of the republic, which is more than 100 years old, create conditions for such work. There in the work of the libraries of the y formed the leading trends:

- giving various informational services with the use of traditional forms of work,
- giving informational services through new informational technologies: the formation and usage of electronic data-bases, the development of network technologies and unification of national library resources,
- inclusion into the international librarianship space and the world informational exchange,
- provision of preservation for library fonds as part of national cultural heritage and informational resource of the country.
- development and deepening of the system of professional communication for exchange of ideas and experience (conferences, other rums, seminars, round tables etc.)

The National Library of the RK works upon the project of the Republican automated library-informational system (RALIS), the purpose of which is the uniting of national library resources and the provision of world-wide access to them. At present the NL has 30 data bases of over 1 mln. descriptions in volume. Firstly, this is the catalogue of new acquisitions and the so-called *"Retro"* catalogue, which includes the *"Kazakstanica"* fond. The data bases called *"Kazakstan: the past and the present"*, *"Khodja Ahmed Yassaui"*, *"Abai"*, *"The history of Kazakstani capitals"*, *"The returned names"* contain within themselves the historically authentic information. The data bases *"The literary Kazakstan"*, *"The culture, the art, the literature of Kazakstan"*, *"The Kazak book before 1917"*, *"The new literature on Kazakstan"*, *"Nursultan Nazarbayev - the first President of the Republic Kazakstan"*, *"The social sciences" are constantly updated. Of course, to preserve such volume of information is not easy at all, these data bases require constant work on software-technical backing. "Rukhaniyat"* - this data base is being created by the rare books' department, and in the basis of which there was put the joint catalogue of manuscripts, rare and valuable books and it is done in the Kazak and Russian languages. The data bases on the history and culture of the regions of the country *"Education"*, *"The legislation of the Republic Kazakstan"* and a number of others, and also the acquired full-text data bases conduce the quicker provision of information to the user. Most of the leading libraries of the country such as the National library, the Scientific library of the KazGNU after Al-Farabi, the Eastern-Kazakstani, Pavlodar, Karaganda regional universal scientific libraries have their own Web-sites. The first multimedia products of the National library *"The Musical heritage of Kazakstan"* and *"The Kazakstani chronicle from the first Kazak newspapers in the Arabic script"* give an opportunity of preserving the information and ensuring access to it.

There in the libraries are created the libraries of family reading, also on ecology, history, regional study. In the Northern-Kazakstani Regional Universal Scientific Library the population is attracted by the *"Library of regional study"*, *"Library of historic-spiritual renovation"*. In a number of regions (the Eastern-Kazakstani, Western-Kazakstani and Northern-Kazakstani) there are *"the Library of youth's leasure time"* and *"the Library of modern novel"*, that spread information among different groups of population, especially among the youth. The club of interest within the libraries of the Akmola region called *"Panorama"*, *"Girl-friend"*,

"Candle" are organized by the enthusiastic women, leader-women. The task of the *"Olketanu"* club in the Pavlodar region by the *"Library and regional study"* programme is to conduce the up-bringing of Kazak patriotism, study of history and culture of the region. By the same programmes there goes succesfully work in the Pavlodar and Northern-Kazakstani Regional Universal Scientific Libraries. *"The Support and development of the state language"* project is implemented in the Eastern-Kazakstani RUSL jointly with the organization of surveys, exhibitions etc.

"The day of the languages of the peoples of Kazakstan", organized in the Karaganda RUSL and the affiliation of the National library of the RK in Astana became the means of effective exchange of information at the round table with the representatives of the Korean, Polish, Tatar, Ukraine cultural centres, the organization of exhibitions and surveys. The implementation of *"the World of Kazak literature"* programme in the Karaganda RUSL gives information to readers about the whole stratum of Kazak literature upto the new trends and names in it.

The purpose of the informational centres, created within the centralized library system of the Pavlodar region and other regions of the country is the collecting, storage and provision for the population of information of socio-economic, legal, cultural and educational character. The Eastern-Kazakstani RUSL carries out informational servicing of 17 organizations and establishments of the region. Realizing that information and knowledge lie in the basis of the political, economic and socio-cultural development of any state, the Association of business women of Kazakstan (October,1995) along their tasks deems it primary the provision to all women of access to get information on the international as well as regional levels by means of using the libraries and the data-banks. There into the structure of the Association comes the informational-consulting centre with the data-bases on legislation, economy, social, cultural, educational and other issues.

The acknowledgement of book as the primary source of knowledge and information became the main task for the organization of the big activity, devoted to *"the world day of book and copyright"* (April,23), declared by the UNESCO and initiated by the NL RK. Besides the demonstration of the evolution of printed production of Kazakstan at the *"Book of Kazakstan meets the third millennium"* exhibition and the round table on the significance of copyright as the basis of protection of intellectual property there were organized several charity actions. The biggest publishing houses of the country brought and donated their books to the NL. During the other action *"You read yourself - give it to another"* the workers of many libraries of the city from their own private collections gave over the books to the children's homes, the homes for the aged etc. For the purposes of book popularization and importance of knowledge there served the action, that was organized in Atyrau city by the National commission on women's and family affairs jointly with the NL RK with the transference by the latter one of its 600 books to the children home of the city.

The national culture contains within itself a system of ideas and conceptions that was forming in the course of all the history of the formation of a certain people and was recorded by this or that method. For each man the recorded memory is the testimony of his inner participation, the gratitude to the preceding generations and the object for preservation. There in Kazakstan it was namely the women on the basis of the NLRK who became initiators of the creation and development of the system of

preservation of the libraries' documents, elaborating the Conception of the National programme for preservation and the draft project of actually the National programme. There have already been made some concrete steps for the preservation of written heritage with the use of modern technologies. We already spoke about the multimedia products, there is coming in its turn the third CD-ROM to be issued, representing the cultural chronicle of the country as seen by the first Kazak newspapers in the Arabic script and dedicated to the year of Culture support, declared by the Decree of the President of the RK this year, the last year of the outgoing millenium.

The history of many prosperous states testifies to the fact, that at the most crucial moments in the life of society the mobilizing strength was derived from high civil attitude, the realization of common interests of the citizens of the country. The leaders, sincerely wishing to turn the events of history for better, always found the words, actions that united people of different strata and ages. The women-leaders of the libraries of the country direct their actions upon the harmonious development of society.

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Libraries in the West Bank and Gaza: Obstacles and possibilities

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Paper

Introduction

Good morning. My name is Erling Bergan, and I will in the next 45 minutes take you for a short trip to the other side and the library situation there. I have come to know many of you through the last days events, especially on the tour some of us had to Gaza on Monday. So I realize that some of the things I have to say, will not be new to everybody here. You just have to bear with me.

Let me introduce myself briefly before we start. I have studied social science and librarianship, graduated in 1980, worked 10 years in public libraries, 10 years in academic libraries, five of those as library director of a college, and at present my main job is as editor of the journal for the Norwegian Librarian's Union.

My connection to Palestine started in 1989, when I was asked to give advice on the development of a medical library for the Palestine Hospital in Cairo. This evolved into different engagements as consultant for library development in the palestinian refugee community in Cairo, and later in the new self-rule area for palestinians in Gaza. During the years, I have also written some articles on the libraries in Palestine. Though I am a foreigner to the Arabic language, I beleive I have aquired some understanding of the palestinian library situation, enough to give you a rough guide into this territory. Concerning the obstacles and possibilities - I hope you will see them as we go along.

Moving to the other side

I said I would take you to the other side. And after lunch we will do it for real. But for now, imagine leaving the conference center here in West Jerusalem, find your way through Jaffa Street, pass by the Russian Compound - where Israel has its famous big prison for detaining and interrogating palestinian prisoners, you also pass by the huge Notre Dame-building, where the Pope's representatives in Jerusalem resides, cross the invisible green line dividing Jerusalem at Levi Eshkol Street and enter into Ibn Al-Aas Street. You will probably pass by a small building on your left hand side without even noticing it. If you come there when school is out, you may wonder why some children are hanging around there or maybe standing in line to get in. There are no signs indicating that if you go through the narrow passageway to the back of this building, and down the stairs into a small basement-room, you will find yourself in a library of great importance.

Though it is a private library built up by one man and his thirst for free and uncensored knowledge, and though it to some extent is used as a neighbourhood public library, it does in fact have collections that in other countries would give it a role more comparable to a part of a National Library or a Central Archive. It currently contains over 40.000 books in Arabic, many of them unique, including about 65 % of all the books that were ever published in Palestine since 1862. It contains maybe the most extensive and growing collection of Palestinian newspapers and periodicals - dating back to 1910. It also contains a growing collection of some 25.000 books, periodicals and reference works in English and French. All packed into only 135 square meters of a basement room.

I am not telling you about this library - called the Ansari Public Library, after its founder Fahmi Al-Ansari - because it is the typical palestinian library. But the Ansari Library is a good starting point for a description of some of the obstacles and possibilities of libraries in Palestine. Before I give you a short history of this library, I have to broaden the picture for some minutes. Many of you are probably familiar with the history of the region, and the palestinian-Israeli conflict in particular. But for those of you who are not, let me give my very short version. I feel this is necessary, in order to put the points I make about libraries in context. For those of you who are going to Bethlehem later today, this short political history could be useful as background.

Historical and political background

So here is a brief historical and political background to the area. What is Palestine? The history is long, and events dating many thousand years back play an important role in todays situation. But I will restrict myself to start with the British rule of the area they called Palestine, from the end of the First World War until 1948, at which time the United Nations planned to divide the area between the Jews and the Arabs. The Arabs rejected the division, and the state of Israel was established unilateraly, in the midst of battles being fought over the land. In this situation, there was no ground for a separate Palestinian state. So The Gaza Strip came under rule of neighboring Egypt, The West Bank came under rule of neighboring Jordan. 714.000 Palestians fled from the areas that came under Israeli rule and became refugees. They fled to the West Bank and Gaza, to neighboring Arab countries and to some extent also to other parts of the world.

At the same time, the emigration of Jews in diaspora to Israel escalated. The result of these processes was a dramatic shift in the demographic and political situation in the area. After the six-day war in 1967, when Israel occupied Jerusalem, the West Bank, Gaza and the Golan Heights, 380.000 Palestinians in these areas fled once again,

mostly to neighboring Arab countries, some of them becoming refugees for the second time. The total number of Palestinian refugees registered by the UN is at the moment more than 3,7 million people. Roughly 0,8 million in Gaza, 0,6 million in The West Bank, 1,5 million in Jordan and 0,8 million in Lebanon and Syria. Of these 3,7 million, more than 1,2 million still live in refugee camps. The UN has since 1949 had a large operation called UNRWA, in order to help organize civil services like schools and hospitals for this population.

In the period between 1967 and now, large numbers of Israelis established settlements inside the West Bank and in the Gaza strip, as secluded communities on hilltops, without any integration with the neighboring palestinian cities, towns and villages. There are now more than 190 such armed Israeli settlements inside The West Bank and Gaza, with a total population of 200.000, and occupying about 50 % of the land.

The conflict between Israel and the palestinians has since 1948 developed into wars, terrorism, military oppression and political sanctions. From 1987 to 1991, the Palestinians in Gaza and the West Bank organized an uprising against the occupation, also known as the Intifada. This brought the attention of the world to the illegal occupation and the conditions for the refugees.

Since the establishment of Israel, there had been no open or substantial negotiations, since the two sides did not accept the existence of each other as nations or states. Until nearly ten years ago, when open negotiations were held in Madrid, while secret negotiations were held in Oslo. As we know, the Oslo-channel resulted in a process which gave us the reluctant hand-shake between Yitchak Rabin and Yassir Arafat, it gave us the start of limited Palestinian self-rule in certain areas of the West Bank and Gaza, and a number of disputed questions to be resolved in a negotiating process to be finalized this summer. Among the disputed - and still unresolved - questions are big issues like the status of Jerusalem and the destiny of the palestinian refugees.

This brief historic and political background has to be short and simplified, and therefore leaves out big events, terrible disasters and important perspectives, which in another context would be essential. Nonetheless, it was necessary for me to give you this outline, to make the explanation of the library situation more understandable. Hopefully it will also help you understand better the off-site part of this work-shop, to take place this afternoon.

So when I now tell you that I will concentrate on the situation of the palestinian libraries in East Jerusalem, the West Bank and Gaza, you know what I mean.

Ansari Public Library

Back to the Ansari Library in East Jerusalem. When Fahmi Ansari was studying at a Jerusalem high school in 1959 for his matriculation, he found that he needed books that neither his school, nor any library in Jerusalem could provide him with. What he needed was nothing special, just slightly more advanced knowledge than the schoolbooks could give him. And he needed it in his native tongue, not in any foreign language that he could not yet read. Jerusalems municipal library was too impoversihed by the war. A number of private libraries existed, but were either too exclusive or too narrow in the the languages or subjects they covered. Frustrated by this, Fahmi Ansari spent all his pocket money on books. Without being concious of it, he started building the library which I started out by telling you about. But gradually the dream grew of opening his private library to the public. He continued buying books during his studies at the universities in Damascus and Jerusalem, and during his many years of work as a school-teacher and researcher. His aquisitions did not come from family money - a form of library collection building which in earlier times played a role in the area - I will come back to that in a little while. His collection is

built on what he has bought himself, from other libraries that have been closed down, and from private donations.

The Ansari Library opened in 1985, starting with 20.000 books, 75 % of which were in Arabic. His efforts were appreciated by palestinians, not only because Jerusalems municipal library had been shut down and looted by the Israeli occupation forces following the war of 1967, but also because the Israeli censorship was strict. The Ansari Library is now looking for a major donor, to be able to creep up of their current basement-room and make the collections more available to researchers and the general public. At present they have a yearly budget of some USD 25.000. Their premises are rent-free, their staff are mainly volunteers and their future is as uncertain as it is for the whole palestinian community in Jerusalem.

Khalidi Family Library

I mentioned that family libraries have a tradition in the area, but in another way than the Ansari Library. Let me exemplify this with the Khalidi Family Library in the Old City of Jerusalem.

Close to the Temple Mount in the Old City lies the family houses of the Khalidi family, with Haifa Khalidi now residing there with her family. For many generations, people of her family have been well-off lawyers, working in the sharia courts (the islamic judicial system). Through their work and general cultural interests, and being able to afford it, they built up a substantial library of old manuscripts, book-treasures and contemporary literature on sharia law. They established their collection as a library in 1900. During the first half of this century, it was an open library to friends, neighbours and visiting scholars. Other important families in the palestinian society had private libraries of the same kind, and there was actually a competition between the wealthy Jerusalem families of having the largest and best library collection. And there was a tradition of - to some extent - opening these libraries to the public. They played in a role as public libraries - to some - , when municipal public libraries did not exist. Most of these private family libraries have ceased to exist. But Haifa Khalidi has kept her family library together, renovated and refurnished the premises for the library in the Old City, and can - by appointment show you a beautiful and precious library, not open to the general public. Today the collection consists of about 5000 books and 1200 manuscripts, some of them dating 1000 years back. There are now very few new books added to the collection.

These old family libraries are important in the library history of Palestine. But in modern library terms, they no longer play any role as public or scholarly libraries. These libraries have stopped their aquisition long time ago. And most of them have ceased to exist. Some have been confiscated by the Israelis. Parts of one of these palestinian family libraries can be found today in the Israeli Hebrew University Library at Mount Scopus.

Mosque libraries

Another type of libraries that have played a historic role in Palestine, and indeed in the whole Arab world, are the mosque libraries. These are deeply rooted in Islamic religion and Arab civilization. In what we westerners call The Middle Ages, the Muslim Empire stretched from China in the East to Spain in the West. To survive this stretch, Islam had to be adaptable and receptive to other cultures, and so the need for knowledge and books became evident.

And so there were schools being established in connection to the mosques, and there were libraries established in connection to both. Although the Prophet Mohammed

himself could not read or write, he very much promoted reading and learning. Like the early Christian churches and monasteries, mosques were among the first places in Muslim society where books were to be found. Most of these mosque libraries were modest, but some had large and valuable collections. The Aqsa mosque in the Old City of Jerusalem is one example. Today you still find these mosque libraries many places in Palestine, and they are functioning. In the city of El Bireh, for instance, the public library does not buy much religious literature, as this is found in the nearby mosque library. And they both use the same computer system for their libraries. But in general, the importance of these libraries are said to have become greatly limited today.

Nablus Public Library

So where are the libraries that play an important role in today's palestinian society? Let us have a look at the public libraries first. In this group we find both the ordinary municipal libraries, but also private libraries that are run like public libraries. Let's have a look at the municipal libraries first.

In the largest cities of the West Bank, like Nablus, Ramallah, Bireh, the municipalities started public libraries some 30-40 years ago, when they were under Jordanian rule. The public library in Nablus, the West Banks biggest city - with a population of 120.000 people, was established in 1960. The library has 27 employees, 4 of which are educated in library science. Their collection consists of close to 70.000 volumes, 80 % of which are in Arabic. They also have journal subscriptions - a very vulnerable part of library work in Palestine, due to the long-time israeli censorship, import restrictions, problems in communications and postal services, and the rising prices of journal subscriptions. (I will come back to some of these factors.) Their catalog and lendings are partly computerized, by use of a locally developed system. They have recently opened a children's department. The library also includes special collections, like the documentation center, with palestinian newspapers dating back to the twenties, and official ("offentlige") documents from the North of Palestine from the beginning of the 18th century. Of special significance is the collection of sharia court documents from the North of Palestine from the period 1917-1949, that is the British Mandate Period. This is one plattform - of many - that the new judicial system in Palestine has to build on. (There are many judicial systems that play a role in todays Palestine: Ottoman laws, British Mandate Laws, Jordanian law, Egyptian law, Israeli Military Orders, Israeli Civil Laws in East Jerusalem, Palestine National Authority Laws, and negotiated treaties - all these play important roles in the everyday life and movements of palestinians.)

The public library in Nablus claims to have about 500 visitors pr. day, and a circulation af 300 books lent out per day. They do not participate in any inter-library lending system. During the intifadah, the library held open while the schools and the An Najah University were closed. This gave the library an important role as a substitute for schools and universities. Even 5 years after the end of the intifadah, 60 % of the people using the library, are students from schools or university.

The director of the public library in Nablus, is - by the way - also the president of the Palestinian Library and Information Association, an organization I will just briefly comment on.

The Palestinian Library and Information Association

After years of trying to gather the library people of Palestine to establish an organization, they did not succeed before 1994. The travel restrictions given in israeli military orders, and the even stronger restrictions they put on gathering palestinians

for meetings, made it impossible for them to put an organization together before just over 5 years ago. Maybe it should make us librarians a little proud, of the importance given to us by forces wishing to hinder self-conciousness and democratic developments. Other professions were allowed to organize themselves, though they also have heavy restrictions on their activities. But the librarians did not get permission to establish their own organization before 1994.

I must mention that the librarian at the British Council in East Jerusalem, with the liberties she enjoyed in travelling and communication, has played a crucial part in many aspects of the development of a professional library community in Palestine, not least in establishing the PLIA.

The organization is still small and weak, barely managing to run some activities, like holding some seminars and work-shops, to some degree coordinating classification practices, and holding some meetings.

Other public libraries

So is Nablus Public Library typical of the public libraries in Palestine? If we look at the other big cities, we find some that are comparable to Nablus, like those in the twin cities of Ramallah and El Bireh, 20 minutes north of Jerusalem. Ramallah Public Library is in a three story building, spreading its activities on 900 square meters, their book-collection consists of 40.000 volumes, and they receive an average of 250 visits daily. But they are only staffed with 5 people. The library building in El Bireh is of approximately the same size as in Ramallah, but they only have 15.000 volumes and a staff of 6. Both libraries have separate parts for children and separate reading and reference sections. In El Bireh, the library has about 120 visitors daily, a large proportion of these being students. So together with Nablus, these two cities probably have the best working public libraries in Palestine.

In the other cities, like Tulkarm, Jenin, Hebron and Jericho in the West Bank, and Gaza City and Rafah in the Gaza Strip, there are functioning public libraries of various sizes, and in the town of Qalqilya they are in the process of establishing a public library. But in Bethlehem, there is still no public library run by the municipality. And in the municipalities consisting of smaller towns and villages, there are barely any municipal public libraries.

Public libraries run by NGOs

But in addition to these, there are many public libraries run by NGOs. In Bethlehem you find a fairly big library that has the name Bethlehem Public Library written on a sign over the door. It is really the school library of the Bethlehem Bible College that has opened its doors to the public. So if you are not interested in Christianity, only some 25 % of the 30.000 volumes would be of interest to you. On the shelf for science-books, you find titles like "In God's waiting-room : Learning through suffering", and "I believe in miracles". But it is a professionally run library, with computerized catalog, a small children's section and a separate room where the users can access internet on six computers, for a small fee.

The way they access internet in some Palestinian libraries, is actually quite innovative. But I will get back to computerization and internet in Palestine later in this paper. First some more on the non-municipal public libraries.

Another public library with a religious bias, is the Pontifical Mission Library at Notre Dame, the Pope's huge building overlooking the Old City.

Later today we will visit two Cultural Centers for children and youth, where libraries - even though they are quite modest - play an important role. Some of us went to the Holst Center in Gaza City on Monday, and saw the same thing there. These centers are dependent on external funding, sponsoring of certain activities, special donations, or time-limited projects financed by foreign aid-organizations, governments or solidarity groups. And these centers are also very dependent on the attitudes, knowledge and commitment of the people in daily charge of the institution.

In the Old City of Jerusalem, if you still have some time left and want to explore more of that part of the city, you may go down Suq Khan Ez-Zeit, which is the right-hand choice just inside Damascus Gate, and after 2 - 300 meters turn left into a street called El Saraya. There you find a beautiful place called The Saraya Center, with a library of about 5.000 volumes, on the second floor. After school, lots of children come here to read, and do their homework. For a membership fee of 30 NIS pr. month, schoolchildren can get regular guidance while doing their homework, from teachers or teacher-assistants. The whole operation is sponsored from a number of sources, and they have no relationships with other libraries. This is common among these private public libraries, which seldom are members of the Palestinian Library Association.

If you go the northern part of Gaza City, you will find a small public library where many of the users also are youth reading non-fiction in a variety of subjects. It is run by the Palestinian Red Crescent Society, and the usage is said to be constantly high. In the southern town of Khan Yunis in the Gaza Strip, the same Society runs a big Culture and Rehabilitation Center, also with a library open to the public.

These libraries are just mentioned to give you an impression of a library landscape where very different libraries serving the general public, will live side by side for a long time to come. This is probably both necessary and wise, since much of the economy of the Palestinian society is dependent on foreign funding, and since donors prefer supporting a variety in types of organizations.

Funding

This brings me to say a few words on the funding of palestinian libraries. The public libraries run by the municipalities do not necessarily get all their funding from the municipality. In the city of El Bireh, the budget from the municipality is only about 15.000 US dollars yearly, for buying books and journals. In 1997 they received a donation from the Japanese Embassy of 60.000 US dollars, to buy books, furniture and computers to establish the childrens section of the library. In Ramallah Public Library, there is French funding of the children's library and their computer section. The new public library in Gaza is also funded from France.

Apart from the clear impression that most libraries are short of money, I have yet to get a good overview of the total economic situation of the palestinian libraries. According to a report on Palestinian Libraries - of all kinds - made by the British Council and the Palstinian Ministry of Culture in 1996, 26 % of the library-budgets in Palestine was used to buy books, while 15 % was used on salaries. This tells us that housing, equipment, telephone and other administrative costs are relatively high in Palestine, while manpower is relatively cheap.

Fees

Concerning fees, there is a common tradition of collecting fees from those registering as members - or users - of a library. The sum is seldom big, but it is often argued that even a symbolic fee is enough to make potential users regard the library as serious and useful.

Libraries seldom take fees for borrowing. The option they rather turn to, is stopping borrowing of books all together. Calculating with a certain percentage of books disappearing every year, is not something palestinian libraries tend to accept.

Special libraries in Palestine

In the survey of Palestinian libraries from 1996 that I mentioned earlier, they looked at 295 libraries in Palestine. More than a hundred of these were special libraries. This is - in my view - a special feature of this society. Every company, organization or institution seems to have their own library, to support their staff and as a part of their activities. In addition it seems to have a symbolic purpose. Like the old families competed in having the biggest and best libraries, so do the different NGOs also seem to build library collections to "show off". But most of these libraries are visited by quite a lot of people, and play an important part among the intellectual classes of Palestine. Some of these libraries are also political important institutions. Let me mention a few examples.

Just by the Israeli Military check-point between Jerusalem and Ramallah, you can find the Women's Studies Center Library, a collection and a service clearly focused on women's issues and feminist aspects of a variety of subjects. It is funded by the Heinrich Böll Foundation and used by University students and academics.

In Ramallah, you have the humans right organization Al Haq, with a small but very good library, run by a professional librarian. Spread around Palestine, you find other NGOs on environmental issues, refugee questions, campaigns against illiteracy, - you find libraries for governmental offices like the Palestinian Central Bureau of Statistics, and so on.

Maybe one of the most famous institutions is The Arab Studies Society in Orient House, the headquarters of the inofficial mayor of East Jerusalem, Feisal Husseini. This institution contains an important library and valuable archives. Historic and contemporary material of political significance is stored here, and the library staff has through the years made it accessible through building subject catalogs, open shelving, photocopying services and so on. I have spent some time there myself, and have found it useful on material from some decades ago. Current aquisition seems to have dropped the last years. The Arab Studies Society is probably - as the Ansari Library I mentioned first - an important part of what could develop into a Palestinian National Library.

Occupation and the libraries

The Library in The Orient House, is a good example of how the Israeli occupation of Palestine has had an impact on libraries. When i first visited Orient House in 1994, Salim El Bast was in charge of the library. Every morning he left his home in Ramallah, drove the 20 minutes it took to get to his work in Jerusalem. A couple of years later, I came back and asked for Salim. But he had to quit, because he did not have the necessary permits from the Israeli military forces that would allow him to pass the checkpoint outside Jerusalem any more. Now you find him in charge of the public library in Bireh.

The story is not special at all. Restrictions on palestinian people and goods travelling in Palestine has always been great, though not always followed up so harshly at the checkpoints. This summer, the Israeli soldiers seem to be more at ease than usual. But when the going gets tough, the restrictions and checkpoints introduced since the Oslo-process started, are more numerous than ever. Imagine what this does to a

library community trying get their act together. Meetings that are impossible to hold, inter-library loans that can not be executed, ordered books that come months to late or never show up, and so on.

When the intifada started, the Israelis shut down Orient House, and kept it closed for 4 years. When the staff eventually was allowed to enter the building again in 1992, they found the subject catalog removed and destroyed. 5 years of work was wasted. A number of documents were also confiscated. In addition, the library users from before the intifada, residing on the West Bank, found themselves stopped at the checkpoints around Jerusalem. The number of visitors to the library dropped by 50 %, compared to before the intifada. Many central institutions for all palestinians are situated in East Jerusalem, and have experienced the same reductions. It is obviously a part of Israeli policy to deminish the importance of East Jerusalem as a Center for Palestinians.

And let me give you one last example, to show how this goes on today also. On the 7th of August this year, the Palestinian Library and Information Association were to have a conference on "Libraries, Internet and the Information Age" at the Ambassador Hotel here in Jerusalem. It was a purely professional conference, not a political one. When the Israeli Police in Jerusalem heard about it, they told the manager of the hotel that this was official palestinian activity inside Jerusalem, and therefore not allowed. The manager checked, and told the police it was a professional conference. The police replied by simply threatening to shut down the hotel if the conference was to take place. The Library Association was forced to cancel. This happened a week ago, in the city of Jerusalem.

Which brings me to mention briefly the reason why you barely find any Middle Eastern librarians at the conference this year. When the country where the conference is held, when the Israeli authorities, cannot assure that all librarians who want to participate, will be allowed into the country, and since the conference is demonstratively held only on the west side of this "undivided" city, the Palestinian librarians - and their fellow Arab colleagues - have decided to boycot this conference. Which should not be difficult to understand, although not accepted, by colleagues participating here. And by saying this, I hope I also have given a reasonable explanation of why a norwegian librarian is delivering this paper, and not a palestinian one, which definitly would have been more appropriate.

Censorship

Now that I have described the library-implications of the lack of freedom of movement, I must be quick to add that aquisitions made to libraries have not been safe even though they managed to come to the library shelves. From 1967 when Israels occupation of The West Bank and Gaza started, and up to this day, Israeli censorship has been hard. Since these areas have been governed by the Israeli military, and not by civil law, the issued Military Orders have come hard down on all democratic activity. Through the years, many Israeli Military Orders banning specific book titles, have been issued. The list reached at one point Kafkaesque proportions, when titles like George Orwell's 1984 was on one of the 60 lists of prohibited books, that included more than 1.600 titles. When this became publicly known in the international press twenty years ago, the lists were revised, only to come out with a new master list of 1.002 censored titles. In a few years some 600 additional titles were included. The list did not include well known works of world literature anymore, but it included every work that expressed or aroused Palestinian national feelings. The word Palestine in the title, was enough.

Considering the impact of Israeli censorship, you must remember that since 1967, Palestinians in the West Bank and Gaza, have not had any possibilities of going abroad without passing through Israel or a Israeli checkpoint. This is still the case. So

even though the Isarelis can no longer go into the libraries that are in the areas now controlled by the Palestinians, they still control all people and goods going in and out of these areas.

In the current situation, there is every reason to keep an open eye on the censorship the Palestinian National Authority exercises. So far there have been many reports on breaches of human rights, censorship by closing down newspapers, radiostations and TV-stations that are too critical. But I have not heard of any direct censorship on the import of books and magazines, or of confiscations in libraries. But attacks on those who exercise their freedom of expression at an earlier stage in the literary chain: authors, publishers, journalists, academics, and so on, of course affect how free a library should be considered. Before Oslo, the Israeli occupation forces attacked every part of the literary chain, even going in to peoples homes to confiscate books. And authors and academics started self-censoring themselves. The Palestinian Authorities should be criticised just as vigorously, both from within and without Palestine, when they show tendencies to go down the same path.

University libraries

Though I expect this section of IFLA to be more interested in public than in academic libraries, let med say a few words about university libraries in Palestine. There are 8 institutions that you can call universities, some of them fairly well known also outside Palestine.

Bir Zeit outside Ramallah is the most famous, both for the political impact the student activities have had here, but also for their relations with foreign universities. They have a collection of some 110.000 books, 2/3 of which are in English, and a staff of 26. Most of them have academic education, but few in library science. Their catalog and circulation is computerized, they have their own web-services, and a fairly new and big library building on campus. Bir Zeit University Library is among the top academic libraries in Palestine.

In Nablus, the An-Najah University Library is situated in a big, new and beautiful building. They have some more books than Bir Zeit (130.000), but suffered heavily from the closures before and during the intifada. From 1986-1994, the aquisition stopped alltogether. They have got their budgets somewhat up again since the economic disasters that hit Palestine after the Gulf War, but the 22 persons working in the library have no problems finding space to shelve new aquisitions. They have computerized their catalog and circulation. Before moving to the new building, they had 1600 visits in the library pr. day, but I would expect that number to be much higher now.

Most of the universities in Palestine have developed from being secondary schools, through stages as colleges, to become universities, which for many of them were established in the seventies. They are all private, with different sources of funding. In Bethlehem they have since 1972 had their university, with funding from the Pope, among others. During a visit there in 1995, I witnessed something I would not expect in the courtyard of the university. In this Christian institution, there suddenly came round hundered Hamas-activist marching in, shouting islamic political slogans and celebrating an anniversary of the local Hamas group. The other students didn't seem to mind much, going on with their business. A student told me that, though the city of Bethlehem is mostly Christian, and the University definitely is Christian, the large amount of Muslim refugees in the camps around Bethlehem has an impact on the proportion of muslims in the student population. In the Middle East, where religion seems to put everybody on edge, the relationship between Christian and Muslim Palestinians seems surprisingly peaceful. And though the libraries reflect the religion of their donors and of the society they serve, I have not come across any traces of

religious conflicts in the libraries. The Bethlehem University Library could stand as an example of this. It is about half the size of Bir Zeit or An-Najah, but seems to work well. They have a professional leadership. The have valuable special collections. Their catalog is computerized on a system developed locally many years ago. There are students, of all subjects and of all religions, scattered around in the library all through the day.

As Bethlehem has its Christian University, one would expect an Islamic one in Gaza. In 1972 the Islamic University was established, as the first institution for higher education in the Gaza Strip. Though Islamic Law and Religion plays a major role there, they also educate teachers, nurses and engineers, among others. The Library collection has more than 100.000 items, freely available to students and staff, but also to students and general public outside the university. The library has separate opening hours for men and women. The general impression one gets is not very good, with huge stacks of uncataloged books and periodicals.

A promising, but not yet so very developed university, is the Al Quds University, with their 6 campuses around Jerusalem. There is a library on each campus, totalling 75.000 books and a staff of 26. Of these, three have master degree in library science, the others have different academic education, or they are clerical staff. In terms of the quality of electronic reference services, this may be one of the best in Palestine. But their buildings are definitely not.

Let me also mention a university for Open and Distance Learning, the Al Quds Open University, that started up in 1985. Their first study center in Jerusalem started operating in 1990. It currently operates through 9 study centers, in the major cities of Palestine, and they have about 10.000 students. This university has barely any library services, but rely very much on specially made text-books and the good will of other university libraries.

In addition to these, you have a university in Hebron with a functioning library, and one more in Gaza with a very weak library.

There are also a number of colleges giving vocational training spread out through Palestine, and many of these have medium to good collections, but seldom qualified staff.

Library and Information Science education

The educated librarians in Palestine, have got their education from all over the world: Leningrad, Cairo, Leeds, Amman, Kiev, Sofia, - and many others. The library cultures they bring back are very different, and has an impact on the possibilities to standardize and cooperate. The libraries of Palestine are in need of an institution that could develop a Library and Information Science adapted to their needs. At the moment there is no faculty of Library and Information Sciences, or any other professional LIS-activity at an academic level, in Palestine.

A study conducted by the Palestinian Ministry of Higher Education some years ago, looked at the possibility of establishing a library education at one of their universities. The background information they brought together, has been sent to a british library expert to be evaluated, and they are expecting recommendations to come from him in a few months time. One possible outcome of this, could be an education on diploma-level to be established at Al Quds University.

School libraries

Let me give a few comments on the school libraries also. There are three types of schools in Palestine. The private schools have, as one would expect, the best libraries. I have not come across any aggregated data on the situation of the library services in these schools. But the impression I have from personal visits, and comments given by palestinians attending private schools, is that most of these schools have libraries, often with reasonably good premises and collections. The impression is also that the staff seldom has received qualifications in library skills from any course or studies outside the school.

The governmental schools, run by the Palestinian National Authority, are developing, but slowly. The Ministry of Education show activities that promote the development of libraries and encourage reading habits, but with very limited budgets. Since the Oslo-process started giving them civil authority in a number of cities, they have now got the responsability of 1230 governmental schools, with more than half a million pupils. Less than 40 % of these schools have libraries at the moment.

The third category, the libraries for schools in the Refugee camps, also has a hard time. UNRWA is responsible for these, and they have budgets and people responsible for library services. But the ground they should cover is tremendous. UNRWA operates more than 650 schools in its five fields of operation, which in the 1998/1999 scholastic year had an enrollment of 458.716 pupils. Of the 13.915 educational staff who run the schools, very few are allocated to running or developing library services. In some of the larger schools, the libraries have been given extra resources to function as "central school libraries", serving other UNRWA school libraries in the area, as well as its own school. One example is the school library of the Kalandiya Refugee Camp just north of Jerusalem, where they also have an experienced librarian in charge of the services.

To maximize use of limited resources, UNRWA is forced to run most of its schools on double shifts with two separate groups of pupils and teachers sharing a single school building. This reduces the possibilities pupils have to access the school library more freely. That is why you will find extra initiatives, like the Ibdaa Center we are going to visit later today, so useful.

Even though the budgets of the UNRWA schools are smaller than for the governmental schools, the general impression is that they may be better off concerning educational quality, and also library services. A part of this picture, is that pupils at UNRWA schools outperform government school pupils in state qualifying examinations. Retention rates at UNRWA schools are generally high and drop-out rates fairly low.

Some general features

Let me finally mention some other general features of Palestinian libraries, before pinpointing some of the main obstacles and possibilities, that I am able to read out of this library landscape.

The study on palestinian libraries in 1996, mentioned earlier, found that only 5 % of the libraries had more than 8.000 books in Arabic, and 72 % had less than 1000 books. We understand from this that there are a number of very small libraies in Palestine.

More than half of the libraries had less than 50 square meters to spread their activities on. Only 17 % had a photocopier. Less than 4 % used a computer to handle their circulation, cataloging or searching. CDS/ISIS was the most common system then, used by 7 of the libraries in question at the time.

In the librararies answering to this study, 60 % of the staff were male. This differs from what many of us are used to in other countries. The educational level of the library staff in Palestine, showed that none of those answering to this study in 1996 had PhD in Library and Information Science (LIS), 7 % had a master in LIS, while 13 % had a BA or diploma in LIS. This probably draws a better picture than what the realities in many libraries show, as the libraries with staff qualified in library science were better represented among those answering to the study, than those whithout.

Information- and communication technology

I mentioned that this study showed that few libraries have started computerizing. As far as I have seen in my visits to libraries the last year, and talks I have had with people who deal with implementing computers in libraries, the situation has changed quite a lot. A Ramallah-developed system called LibSys has become widespread, among others through a campaign of supporting the establishing of 60 childrens libraries throughout Palestine, pushed through by the Ministry of Culture, and with participation of the extremely important Tamer Institute, that does major work in fighting illiteracy and promoting reading.

Internet-usage has also spread to many libraries. We will see two examples later today. And it is interesting that their way of utilizing this possibilty in the middle of restrictions and poor funding, have made palestinian computer and communication experts quite innovative. As the first in the world, they found a way to use microwaves to transmit internet-access over medium to short distances, at low expense. They bought some well-known equipment - used for other purposes - from a company in Tel Aviv, modified it and suddenly found themselves skipping the expensive cables otherwise necessary to lay down. In the middle of Dheisheh Refugee Camp, this goes on now, and the Bethlehem Bible College library does the same thing, among others.

But their eagerness to answer email seem still to be the subject of Arabic laid-back tradition, rather than at the speed of microwaves. For some, not for all.

Obstacles and possibilities

So what are the main obstacles and possibilities for developing Palestinian libraries? I think you have seen a few, through what I have said so far. One easy answer is of course that it all comes down to money. But then I could refrase the question, and ask: Where is the money best spent?

In my view, establishing a professional community, that has the same core of knowledge, standards and understanding of library development, could be a useful starting point. The fact that the Palestinian population of educated librarians is very small, and the fact that their education comes from so different educational institutions and countries, makes it difficult to develop standards and cooperation. Among other things, this affects their possibilities to exchange catalog-data or set up functioning systems of inter-library loans in the future. And establishing such a core of professionals, means that establishing a faculty of library science at one of the universities could be of great importance.

Another point which the Palestinian library community could benefit from considering more seriously, is developing their relationship with the international library community. This IFLA conference has shown many of us how difficult that must be - seen from their side. But this conference has also made it visible, at least to me, that their efforts in handling the boycot-situation shows too little experience in collective communication with us, their colleagues abroad. Maybe what has happened

this week is the beginning of changes in this respect.

Lastly, I must say that a good and peaceful solution to the whole political situation here, will be of the greatest importance for the possibilities of libraries to develop. I think we have come to a greater understanding of that through the events and contacts we have had this week.

Finally

... I would like to thank you for your attention. I hope you have been given some understanding of the library situation in Palestine, and I welcome comments or questions to what I have said. In addition, I hope there will be time to talk more about these issues during our trip to Dheisheh and Bethlehem this afternoon.

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IFLA Advisory Group on division 8

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Paper

EXECUTIVE SUMMARY

At the IFLA Conference in Bangkok (1999), the Working Group on the Revision of IFLA's Statutes and Rules of Procedure presented a paper containing 13 recommendations. One in particular, number 12, recommended the dissolution of Division 8. The basis of the Working Group's recommendation was to "mainstream" Division 8 activities with the other seven divisions and thus recommended dissolving this division. This recommendation met with strong opposition from Council members. The result was that all recommendations except for this one were approved by Council and subsequently became the basis for the revision of IFLA's Statutes.

Following the IFLA Conference, the Executive Board established an Advisory Group to examine the issues that were raised concerning Division 8. The Advisory Group has worked through e-mail since January 2000 and is presenting this document for discussion by the IFLA Council at its meeting in Jerusalem. To that end, the discussion paper includes the following topics:

- Basic Assumptions of the Advisory Group
- Background information on the creation of Division 8, ALP, and the

Regional Offices;
- Examination of the current structure, to include funding;
- Issues specific to Division 8;
- Evaluation of the current structure; and
- Recommendations and next steps.

Of the seven recommendations made by the Advisory Group, three in particular stand out. They include that:

- Division 8 should not be dissolved at this time;
- The members of Division 8, the Regional Offices, ALP and selected representatives (e.g., past PB chairpersons and division officers who have collaborated with Regional Standing Committees) review, redefine and propose the regional organizational structure that will be most effective. To this end, the Advisory Group urges that this discussion become a major topic at the regional groups' upcoming meeting in Uppsala in October 2000;
- Funding for Division 8 and the Regional Offices be examined and evaluated with an emphasis placed on consolidating funds, eliminating duplication of effort wherever possible, and achieving a financial balance between the needs of the regional groups and IFLA's Divisions 1-7, Core Programmes, etc..

1. BASIC ASSUMPTIONS OF THE ADVISORY GROUP

At the IFLA Conference in Bangkok (1999), the Working Group on the Revision of IFLA's Statutes and Rules of Procedure presented a paper containing 13 recommendations. One in particular, number 12, recommended the dissolution of Division 8. The basis of the Working Group's recommendation was to "mainstream" Division 8 activities with the other seven divisions thus making this division unnecessary. This recommendation met with strong opposition from Council members. The result was that all recommendations except for this one were approved by Council and subsequently became the basis for the revision of IFLA's Statutes.

Following the IFLA Conference, the Executive Board established an Advisory Group to examine the issues that were raised concerning Division 8. The members of the Advisory Group include:

Marjorie E. Bloss (USA), Chair
Peter Hegedus (Hungary)
Derek Law (Scotland, UK)
Sissel Nilsen (Norway)
Kay Raseroka (Botswana)
Adolfo Rodriguez (Mexico)
Jianzhong Wu (China)

In addition, Sally McCallum (USA) and Warren Horton (Australia) serve as resource persons.

Early on in its deliberations, the Advisory Group determined that what was most important was to develop a structure in which people can participate regardless of their geographic location. We want to reduce the barriers to such participation, recognizing that we can all learn from each other. We recognize the need and the value of IFLA's regional structure while, at the same time,

enabling people in those regions to participate in the overall professional programmes of IFLA. As a result, the Advisory Group determined that what would be most productive would be first to examine what already exists. Once that is done, we can assess what works and what does not. From there, we can then make recommendations building on the strengths, reducing the weaknesses, and developing new mechanisms. There is no sense in establishing a course of action if the people whom it most affects do not believe in it. **Consequently, dissolving Division 8 will not be among the recommendations of this Advisory Group.**

As did the Working Group on the Revision of IFLA's Statutes and Rules of Procedure, this Advisory Group also recognizes that we live in a changing world. Ultimately, we acknowledge the need to re-examine and revisit IFLA's structure with regard to Division 8, the Regional Centers, and ALP on an ongoing basis and make changes in order to maintain a vital organization and structure sensitive to the needs of its members.

The Advisory Group recommends empowering the members of Division 8, the Regional Offices, ALP and representatives selected (e.g., past PB chairpersons and division officers who have collaborated with Regional Standing Committees, Core Programme Officers) to review, redefine and propose the Division 8 organizational structure that will be most effective. People within the Division 8 regions are the ones most familiar with their needs and are the ones who can best identify them and make the appropriate recommendations. This should not be construed as a lack of interest on IFLA's part. Instead, it is seen as giving the people most active in Division 8 the opportunity to define the organizational structure that will be the most effective for their active participation in IFLA. Furthermore, the Advisory Group is fully aware of the fact that what works effectively can vary from region to region depending on need and that each region may decide to focus on different activities within a general framework.

2. BACKGROUND

IFLA's involvement with the regional groups began in 1971, when the Working Group for Developing Countries was established. The Working Group was intended to provide a means for developing country professionals to have a voice in IFLA activities, and to act as a conduit for IFLA programmes of interest or benefit to developing countries. This was particularly important at a time when IFLA Conferences were always held in Europe and North America. In 1975 the Executive Board agreed to replace the Working Group with three regional groups for Africa, Latin America and the Caribbean and Asia respectively. In 1976 the three groups were grouped together within the Division for Regional Activities.

In 1984 regional representatives met to restructure the Regional Sections so that they could perform more effectively. The result of these discussions was a document entitled "The Twenty-five Essential Points." The group recommended a sub-regional structure for each Section and a ten-member Standing Committee comprising equal numbers of members representing each sub-region. It proposed the establishment of Regional Offices with Regional Managers, and set out the agreed membership of the sections and rules for participation in the Regional Standing Committees and Divisional Coordinating Board.

The sub-regional structure was set out as follows:

Asia and Oceania
Southeast Asia
South Asia
Central and East Asia
Oceania
Arabic-speaking countries of the region

(As of May 2000, there are 298 members living in the region and 316 members registered for the Regional Section.)

Africa
Africa north of the Sahara
West Francophone Africa
West Anglophone Africa
Central Francophone Africa
East Anglophone Africa
Arabic-speaking countries of North Africa

(As of May 2000, there are 116 members living in the region and 134 members registered for the Regional Section.)

Latin America and the Caribbean
Cono del Sur ('Consur') countries
Brazil
Andean countries
Caribbean countries
Central and North American countries

(As of May 2000, there are 129 members living in the region and 149 members registered for the Regional Section.)

The IFLA Executive Board decided to consolidate its interest and programmes in the regional groups as a Core Programme, to be known as the Advancement of Librarianship in the Third World (ALP). ALP's activities were first incorporated into the 1986-1991 Medium-Term Programme. With coordination from IFLA Headquarters, there was an early attempt to implement ALP programmes through the structure of Regional Standing Committees and Regional Offices. This approach was unsuccessful for a variety of reasons relating to human resources that have the capacity to focus on project proposals as sources of finance, limited budgets, and a lack of coordination in the regions and at the Headquarters. It was only when a permanent secretariat for the ALP Core Programme was established in 1990 at Uppsala University in Sweden and new sources of funding obtained from the Scandinavian aid agencies that the ALP Programmes began to make significant progress. In doing so it answered some criticism of the effectiveness of its role to that date.

In 1997, in an attempt to address the problems of communication and coordination within the regions, the Executive Board reviewed a proposal to amend IFLA's Rules of Procedure in such a way that the Regional Standing Committees would be treated the same as the non-regional Standing Committees. These proposals had principally to do with the composition of the Regional Standing Committees (RSC), and suggested that the RSC membership be expanded to include twenty members, rather than ten, so as to broaden the base of contribution and give opportunities to new members.

While ALP, Division 8, and the Regional Offices are the initial groups one

thinks when discussing activities, projects, and concerns in the regions, many other IFLA groups such as the other Core Programmes and Standing Committees have given substantial support to the regional groups. The Advisory Group acknowledges all those who have worked in partnership with Regional Sections on mutually agreed programmes.

3. EXAMINATION OF CURRENT STRUCTURE

The administrative functioning of the three Regional Sections over the last ten years has been assisted by the steps IFLA has taken to support the Division. These include the establishment of the Regional Offices, the permanent positions of the Regional Managers, and the allocation of budgets to enable Standing Committees to meet outside the Conference. The Regional Sections are no different from IFLA's other professional groups in that many successful activities have been initiated and carried out as a result of strong individual vision and leadership. Successful partnerships have been effective, for example between Section officers and the Regional Offices, and between Section officers and ALP Core Programme staff, not to mention partnerships between Division 8 and other Core Programmes and Divisions 1-7.

IFLA HQ policy seeks to promote and find ways to extend IFLA's professional influence to have an impact on professional activities in all countries of Division 8, encourages a greater involvement of regional membership, and provides opportunities for new members to take part in the work of the Regional Standing Committees. The question is how representative are the regional Standing Committees of the library professionals or IFLA membership in the countries of the regions? How successful has the current structure been? Are there other structures that could have been more effective?

The Regional Standing Committees hold annual meetings in their own regions. During recent years these meetings have been organized in conjunction with workshops or seminars to allow for the sharing of travel expenses and other costs. The Regional Standing Committees draw up policy guidelines for the development of programmes, within each region, and propose or approve projects. All projects come from the regions and go through the RSCs. ALP works closely with IFLA's Regional Offices and Standing Committees in the planning, development and execution of projects and activities. These groups should assess how the outcomes from these meetings might best aid the working relationship between them. In doing so, it would be useful for them to clearly define the roles, responsibilities and functions of the Regional Standing Committees, ALP, the Regional Offices, and the Coordinating Board for Division 8.

The nine members of the ALP Advisory Committee (the chairs and secretaries of the three Regional Sections and the IFLA Regional Office Managers) have met in Uppsala for about a week in 1994, 1996, and 1998. The next meeting planned is to be held in Uppsala in late October 2000. During these meetings, the Committee evaluates ongoing and completed projects, and plans the activities for the next two-year period.

3.1 Funding Support for ALP, Division 8, and the Regional Offices

Financial support for ALP, the RSCs and attendance at various meetings (such as the ALP Advisory Committee and the Professional Board) comes from a number of different sources. Consequently, it is difficult to calculate the total

amount accurately.

Within the framework of IFLA's entire budget of USD 800,000, a little under 10% (USD 77,000) is allocated to Regional Offices, ALP, and Division 8. (The Regional Offices each currently receive USD 15,000 or 45,000 annually. ALP was allocated USD 27,500 from Core Programme funds for 2000. Division 8 is allocated USD 4,500. This does not include any IFLA "big project funding" or support that other Divisions or Sections may contribute.)

ALP and the Regional Offices all receive in kind support from their host institutions. Although the total monetary value for support is difficult to identify, it is significant. For example, ALP's budget for 1999 was USD 558,219 and SIDA (Swedish Informational Development Agency) provides approximately USD 6,000 (USD 18,000 total) to each Regional Office per year for their work. Finally, Division 8 can also take advantage of small and large project money and administrative funds allocated by the Professional Board, identical to Divisions 1-7. The Professional Board allocates project monies during its November/December meeting and then further reviews projects in March. Division 8 is represented at these meetings and therefore has a direct input in this process.

ALP serves as the administering agent for project funds for the Regional Offices. Included in its tasks can be identifying project sponsors, seeking funding, producing project reports, etc. Applications are sent to the IFLA office in the appropriate region. After that, they are sent to the Regional Advisory Committee to be appraised and evaluated. If a project is approved, ALP seeks funding for it if none has been previously identified. Local organizations or institutions, and the Regional Standing Committee then carry out projects. Thus, there are no ALP projects per se.
It is obvious that additional funds are required to carry out all desired activities. This is true not only in the regions but within IFLA and all libraries, their related organizations, associations, and institutions. An essential fiscal goal is, therefore, to ensure equitable programmatic financial support for all IFLA groups.

3.2 IFLA's Strengths with Regard to the Regional Groups

IFLA has made significant contributions to the countries comprising the regional groups, providing a stable structure for promoting its policy of stimulating the development of the profession worldwide. Since the 1980s, IFLA has held successful conferences in developing or Third World countries. Numerous topical meetings, conferences, and workshops dealing with specific subject expertise have been held in conjunction with the regional groups outside of the IFLA Conference. IFLA has been a visible force in these areas. IFLA has also demonstrated its concern with promoting library and information science in the regions by establishing a Core Programme specific to these concerns, ALP. In addition, Regional Offices for the ongoing support of librarianship have been established. IFLA has further extended its concern for the basic rights of availability of information to all by recently establishing the Committee on Free Access to Information and Freedom of Expression (FAIFE) and the Committee on Copyright and Other Legal Matters (CLM). As important as these committees are to IFLA as a whole, they are especially relevant to the regional groups. Finally, IFLA does not operate in isolation. It reaches out to other organizations having mutual interests, thus providing a network of support for its members.

3.3 IFLA's Weaknesses with Regard to the Regional Groups

Some of IFLA's strengths can also be perceived as its weaknesses. IFLA has often been identified as Western European and North American with regard to geography with a focus on associations, national and academic libraries. While it has given considerable attention to the countries forming the regional groups, these actions have sometimes been perceived as patronizing. Similarly, some have voiced concern that too much attention has been given to the regional groups. Clearly, any future actions must be taken with an attempt to balance support and resources for the improvement of the organization as a whole - a delicate task indeed.

There have been enormous economic, political and social changes in the world over the last decade. These changes have emphasized the difficulties and inadequacies in grouping the countries comprising IFLA's three regional groups. Obviously these "weaknesses" are beyond IFLA's control. It is important, however, for IFLA to acknowledge the need to re-examine how regional groups are defined and to redefine them within the IFLA structure where possible. This is especially true given the large geographic size of the regions and the relatively small number of IFLA members and participants from those regions. Ideally, there should be more regions covering smaller geographic areas. As always, financial implications come into play if increasing the number of regions is recommended. If such a recommendation is made, it must be viewed against the backdrop of IFLA's programmatic budget.

4. ISSUES SPECIFIC TO DIVISION 8

Over the years, a number of individuals have shared their perspectives concerning Division 8. The comments below reflect these views. These perspectives can be categorized into three major topics.

- Situations unique to the Regional Groups
- IFLA Structure
- Funding

4.1 Situations Unique to the Regional Groups

4.1.1 Regional group members represent only a small percentage of the IFLA membership; therefore Regional Standing Committee officers are drawn from a very small number of participants. This is also true when it comes to recruiting people for Standing Committees within the regions. Furthermore, leadership within in the regional groups is uneven making it difficult to guarantee an equal voice in the region, let alone the Federation as a whole.

4.1.2 Often basic tools, taken for granted in other countries are not available within regional group countries. These can include poor communications infrastructure, weaknesses in professional organizations, insufficient technology.

4.1.3 In a number of regional group countries, there is a lack of knowledge and skills in large numbers of areas of Library and Information Service practice. New ideas and initiatives are lacking and as a consequence, mind-sets are conservative and require opening up. Part of this can easily be attributed to the fact that priorities are different within the regional groups.

4.1.4 Many committee members in Divisions 1-7 have a lack of knowledge about regional group activities. They do not often see reports of meetings or

newsletters from these areas. Thus, the lack of understanding goes in both directions.

4.1.5 It has been pointed out many times that there is a mismatch between how IFLA has defined "regional groups" and the geo-political changes in recent years. This includes cultural perceptions and the increasing economic strength of some countries assigned to specific regional groups.

4.1.6 In addition to the geo-political changes and the large geographic areas comprising each regional group, numerous languages within a regional group comprise yet another barrier. As an example, in Division 8's Latin America and the Caribbean Section, there are four predominant languages: Spanish, Portuguese, English and French.

5. IFLA Structure

5.1 The exact relationship between ALP, the Regional Offices and the Regional Standing Committee members needs to be defined more clearly with regard to structure, funding and programmatic activities. While IFLA has a structure in place, it needs to be reviewed, clarified and very likely streamlined. This may include the ways in which funding for these groups is allocated and administered.

To that end, IFLA is often perceived as being bureaucratic. Making changes is viewed as difficult and cumbersome. One of the primary goals of the Working Group on the Revision of Statutes and Rules of Procedure was to improve IFLA's flexibility. This goal is also applicable when attempting to improve the inter-relationship between and among IFLA, ALP, Division 8 and the Regional Offices.

5.2 The Regional Offices need to be empowered through additional human resources devoted to IFLA issues. The goals of the Regional Offices need to be redefined so that developing associations within regions is a priority. This has been recognized as a very important base for strengthening professional interest and activities first in the regions, and then as potential new members in the IFLA community. As an example, IFLA's support on the unification of South African Library Associations can be pointed to as a success story due to IFLA's advocacy and excellent support. A stronger advocacy role is required for Division 8 members but it can be achieved only if all parties share information and a commitment to improve the state of the profession at local levels as well as international ones.

6. Funding

A description of IFLA funding for ALP, Division 8 and the Regional Offices was previously described in the section titled "Funding Support for ALP, Division 8, and the Regional Offices". This section described the sources of revenue and the approximate percentage of IFLA's budget supporting regional activities. As was stated, there are numerous pockets of funding that come to the regional groups, either directly through the IFLA budget, through grants generously provided by individuals or countries. Attempting to track the various funds can be problematic. Furthermore, a more effective way of distributing funds might come from aggregating them into a single budget line in as much as is possible. A suggestion for how to handle this might be for the funds to be centralized at IFLA Headquarters. In such a scenario, IFLA Headquarters and the IFLA Treasurer could assume responsibility for the disbursement and management of these funds in consultation with the regional group structure and

the IFLA Executive and Professional Boards.

7. EVALUATING THE CURRENT STRUCTURE

A number of Division 8 activities have evolved over the years. In some cases, the activities have become automatic so that little analysis is done regarding their effectiveness. As part of moving the programme forward, some assessment is needed in determining what works, what doesn't work, and what can be done to make the structure more effective. The following describes some of the categories that need to be examined.

7.1 Funding: There is need for holistic analysis of sources of funding for programmes operated by the Regional Standing Committees to facilitate activities. Funding for Division 8 comes from many sources as has been noted previously. Partially as a result of this, there is the perception that funding for the regional groups is inadequate. If funding could be brought together as much as possible and administered from a central source, determining the true funding for the regional groups can be done more easily and accurately.

7.2 Assessing the effectiveness of meetings and conferences: While topical meetings and conferences have been held in countries sponsored by Division 8, various Core Programmes, and Standing Committees, there is nothing that evaluates the benefits (both short-term and long-term) of those programmes. Some assessment needs to be done to try to determine the effectiveness of both the programmes themselves and the partnerships that were formed as a result of them. The greatest challenge is determining the continuity of partnerships and the sustained programmes on shared interests.

7.3 Perceptions of isolation: Concerns have previously been raised about the ghetto effect that is caused or potentially caused as a result of a division that focuses on geographical regions. The IFLA community looks to our colleagues in the regions to provide education and guidance so we can discuss these situations openly, objectively, and in a non-defensive manner. The IFLA community needs to have a better understanding of the issues and agendas underlying our perceptions. Only by doing so, can we develop strategies and tactics for enhancing professional growth at subregional and national levels based on a realistic assessment of RSC capabilities.

8. RECOMMENDATIONS AND NEXT STEPS

As was previously stated, the Advisory Committee is not recommending the dissolution of Division 8. Rather, its basic recommendation is for Division 8, the Regional Offices and ALP too assume a large part of the responsibility in identifying their needs and the most effective way to satisfy them within the IFLA environment. To that end, the Advisory Group is providing a compilation of recommendations from various sources. It hopes that Division 8, the Regional Offices, and ALP will examine these ideas along with their own stemming from their experience when identifying the changes that should be made. The Advisory Group also hopes that these groups feel free to draw on the knowledge and expertise within IFLA Headquarters and the Federation as a whole for implementing any changes.

The Advisory Group recommends the following.

Recommendation 1: At this time, Division 8 should not be dissolved. Instead, the Division, ALP, the Regional Offices and IFLA should work towards assisting development in the countries comprising the regional groups with regard to more active participation in IFLA, advice and activities for strengthening library and information associations, education, and professionalism.

Recommendation 2: Division 8 and its Sections, ALP, and the Regional Offices should assume a leadership role for identifying, defining and shaping the resulting structure. In doing so, they should evaluate the current organization involving IFLA, ALP, Division 8, the regions and sub-regions to determine what works effectively and what needs to be changed. In doing so, they should consider how they fit into the IFLA structure with regard to other divisions, committees, and Core Programmes.

NEXT STEPS: During its October meeting, it is suggested that ALP, the Regional Offices and the officers (Chairs and Secretaries) of Division 8 give high priority to discussions of the future structure and inter-relationships of these groups to each other and to IFLA as a whole. The intention is that specific recommendations would be identified which would strengthen the working relationships between Division 8 and the IFLA community.

Recommendation 3: As part of its consideration, Division 8 should examine the inter-relationship among and between IFLA, ALP, other Core Programmes, Division 8, the Regional Offices and IFLA Divisions 1-7 in terms of furthering communication and coordination of activities. In doing so, the following suggestions might be taken into consideration. Potentially, this could mean redefining who can be a member of Division 8.

- The Regional Offices and Division 8 must assume greater responsibility in communicating their actions with the rest of the IFLA community. Mechanisms for doing so more effectively need to be addressed as part of this recommendation. Any participating librarian from Division 8 will need to accept the responsibility to communicate very widely in this new scenario, and to obtain views from a widely dispersed professional electorate with widely differing needs.

- Several methods for better integration of Division 8 concerns with the rest of IFLA have been suggested. They include having liaisons appointed from the committees comprising Divisions 1-7 depending on need and interest for furthering cross-divisional knowledge, experiences and support. Another approach is to set aside a certain number of slots on Standing Committees of Divisions 1-7 for Division 8 members. It is hoped that Division 8, the Regional Offices and ALP take these suggestions into consideration when examining possible new structures.

- Consider having ALP's activities become incorporated into IFLA HQ for better coordination.

Recommendation 4: Division 8, in coordination with ALP and the Regional Offices should review the geographic areas currently defined and make recommendations as to whether these definitions are still appropriate and if they are not should provide recommendations for how better to subdivide the regions. Furthermore, financial priorities from this group should be identified with regard to the allocation of funds for Regional Offices with regard to strengthening what

already exists or creating new Regional Offices.

NEXT STEPS: The responsibility for defining these relationships should fall primarily to Division 8, the Regional Offices, and ALP in coordination with IFLA Headquarters and members of the Executive and Professional Boards. The upcoming post-IFLA meeting in Uppsala and future IFLA conferences should be used for this purpose. Some suggestions have already been made with regard to strengthening the Regional Offices, expanding the number of Regional Offices, increasing the number of Division 8 Standing Committee Members, etc.

Recommendation 5: IFLA funding for Division 8 and the Regional Offices should be examined and evaluated. Funding will always be at the heart of what can or cannot be done. As has been stated previously, fairness and balance with other IFLA programmes and activities must be taken into account.. Related recommendations include:

- IFLA Headquarters and the IFLA Treasurer should attempt to consolidate funding for regional group activities (while acknowledging their separate sources) wherever possible. More centralized control over regional group funding should occur at IFLA Headquarters in greater consultation with the groups specifically affected by them as well as IFLA Headquarters, and the Executive and Professional Boards.

- Revisiting the membership fee structure for developing country associations and institutions, and further develop possibilities for sponsorship of fees;

- Increasing funding to Regional Standing Committees for mid-year meetings;

- Strengthening the Regional Offices so they can be more active and effective in their regions. Establishing a mechanism for a realistic assessment of in-kind contributions made by Division 8. Any funding granted by IFLA/Core Programmes should be negotiated based on RSC contributions as a strategy for developing partnership agreements and commitments and accountability.

NEXT STEPS: IFLA Headquarters and the IFLA Treasurer could begin to aggregate the numerous funding sources for regional activities. An outcome of this process could include an evaluation of financial balance between the funds going to the Regional Standing Committee and the Regional Offices. Future decisions on disbursement and management of these funds will be closely tied to any recommendations for restructuring (see the next recommendation).

Recommendations for any restructuring will need to be examined from a financial and fiscally responsible perspective. Division 8, the regional groups, ALP will need to present funding requests for review by IFLA Headquarters, the IFLA Treasurer, and the Professional Board. Any reorganization will need to have additional costs identified with an evaluation of financial feasibility within IFLA budgetary constraints.

Recommendation 6: Broaden the membership base within the regional groups so that the level of participation in IFLA is stronger and there is a larger pool from which to elect officers. Suggestions include:

- Establishing a membership development programme targeted to the needs of IFLA membership in developing countries. Such a programme would be

aimed at giving IFLA members something for their money, as well as attracting new members, and it should be delivered either in-country or remotely, that is not made dependent on the capacity to attend conferences. The content could include information and instruction on the specific professional skills required to participate in IFLA's professional groups, such as writing funding proposals, conducting research and writing conference papers, giving oral presentations, organizing meetings, writing minutes. Some of these elements are present in existing programmes, such as the IFLA's officers' sessions and the Asia/Oceania's project proposal writing workshop.

- Furthermore, a membership development programme should include programmes to strengthen library associations at national levels, and should facilitate continuity of programmes as part of tactics to achieve their long-term sustainability.

- Instituting a more coordinated and regularly funded programme of library association development workshops, such as have been conducted by the Regional Sections and the RTMLA (Round Table for the Management of Library Associations).

- Supporting Division 8 activities that are more visible and pronounced at sub-regional levels, and that reach more librarians through linking up with local library associations. Activities should primarily focus on locally identified needs.

- Expanding the number of Standing Committee Members on Division 8 from 10 to 20 as is the case with other IFLA Standing Committees.

Recommendation 7: The structure of Division 8, ALP and the Regional Offices should continue to exist in their present form for a set period of time (e.g., 3 years) while they take these suggestions under advisement and define and prepare to implement any changes. Once the changes have been implemented, the Advisory Group recommends that an evaluation of the changes be made after a predetermined period in order to assess the structure and to determine if additional changes should be made.

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The thinking preferences of learners in cataloguing and classification: summary of a study of second year learners at the University of Pretoria

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Abstract

Educators and learners have diverse thinking style preferences. Recognition of this difference in preferences is very important in the design of a curriculum and the way it is taught. Educators are often unaware of the way learners think and learn. Cataloguing and classification can only be taught effectively if the diversity in thinking style is taken into account. Innovative teaching practices should be used to facilitate creative problem solving by learners. Cataloguing and classification require both systematic and logical thinking in the creation of bibliographic data and wider interpretive skills when assigning classification numbers and subject headings. The thinking style preferences of a group of second year learners in cataloguing and classification at the University of Pretoria, was determined by means of the Herrmann Brain Dominance Instrument (HBDI), resulting in a profile indicating potential competency. A variety of teaching strategies should be used to give learners insight into their own way of thinking and to apply this knowledge for self development. Taking the diversity of learning styles of the group of learners into consideration, the curriculum

and teaching style should be adapted and the ensuing results evaluated in the third year of study, to establish whether the thinking preferences of the same group of learners have changed.

Paper

1. Introduction

The library and information profession has changed significantly. Information is available in many new formats. Technology is used in the organization and retrieval of information, as well as most other operations in library and information organizations. Although information workers still have to be well versed in traditional aspects of information service, they also have to acquire proficiency in the newest developments.

The Department of Information Science at the University of Pretoria is the department with the largest number of staff and learners in this field in South Africa. The number of learners enrolling for a degree in Library and Information Science has remained fairly consistent. This department has been revising curricula on a regular basis, trying to deliver learners able to find jobs and do the work required of them competently. Traditional content like cataloguing and reference work, are still taught although time allotted to teaching these skills has been reduced. The range of jobs for which learners must be equipped in this field, is however very wide in a country like South Africa, which is regarded as a developing country, with a sophisticated first world sector as well as a large third world sector. Learners have to be prepared for jobs ranging from advanced computer applications to community information services. At present core modules like information retrieval, information organization, management of information organizations, and user studies are taught within the curriculum for a degree course, with elective modules in more specialized topics that could address the various interests of learners and the need of the marketplace.

A number of library and information schools in South Africa have closed in the last few years. Some have changed their names, because the inclusion of the word "library" in the name is seen as detrimental to attract learners enrolling for courses in these departments. Traditional content, previously regarded as essential to prepare learners for careers in the information world, are gradually being phased out of courses. Consensus seem to be that the availability of computer systems has made knowledge of the traditional skills redundant. It is a debatable point. Although technology has largely eliminated duplication of effort in the field of bibliographic control and has take over many administrative and routine tasks, staff with knowledge and skills are still essential, even if less of them are required.

The education and training of cataloguers, has been debated consistently in the last few decades. The term cataloguing is used to encompass what is known as bibliographic cataloguing (using AACR2) as well as subject cataloguing (using LCSH for example) and classification (using DDC, LCC, UCD, etc.). At present it also requires knowledge of formats (eg. USMARC, UNIMARC) and knowledge of the system into which the data is to be entered. Standardization plays a crucial role in the exchange of bibliographic data and the necessities of resource sharing internationally. Authors like Michael Gorman have insisted consistently over the years that bibliographic control, which is achieved by creating catalogues at all levels, is the core of all library and information work (Gorman, 1992:694-697). Many information workers entering the profession are emphatic that they do not like cataloguing as such and would not like to become cataloguers. Knowledge of the principles of and skills in cataloguing operations is however used in almost all library and information work, and should remain part of professional education. Computer skills are also a prerequisite in most library and information organizations. In an article on required competencies of library and

information workers, communication skills and management skills are also rated as very important (Buttlar & Du Mont, 1989:3-18; Buttlar & Du Mont, 1996:45-62).

At the beginning of this year funds were obtained to try and establish what the characteristics of students who enrol for a degree in Library and Information Science are. Once this is known, teaching methods can be adapted to suit their thinking preferences. Their preferred thinking styles can then be utilized to teach the less preferred thinking styles and skills which are required by the profession.

2. Differences in thinking styles of educators and learners

Educators and learners both have diverse thinking styles. As more research in this field continues to be published it emphasizes the difficulty of teaching learners in traditional ways. People with different styles often don't understand one another, and such differences can fuel personal disagreements. Educators should take the different thinking styles of learners into consideration and design a curriculum incorporating a full spectrum of approaches and perspectives for learning opportunities acknowledging the diversity in preferences (Leonard & Straus, 1997:111-112). Teaching methods that do not correspond with thinking preferences might lead to resistance to learning.

In their research Leonard & Straus (1997:111-112) points out that the so called cognitive differences that exist could also be varying approaches to perceiving and assimilating data, making decisions, solving problems, and relating to other people. These approaches are synonymous with preferences and should not to be confused with skills or abilities. Preferences are not rigid. Most people can draw on a mixture of approaches and do not live their lives within narrow cognitive boundaries. They often stretch outside the borders of preferred operating modes if the conditions are right and the stakes are high enough. People tend to have one or two preferred habits of thought that influence their decision?making styles and their interaction with others (Leonard & Straus, 1997:112).

The most widely recognized cognitive distinction since the early seventies is between left?brained and right?brained ways of thinking. This categorization, although based on physiological evidence, is metaphorical, because it captures radically different ways of thinking (Herrmann, 1989:8-15, 31-34). An analytical, logical, and sequential approach to problem framing and solving (left?brained thinking) clearly differs from an intuitive, values?based, and nonlinear approach (right?brained thinking) (Leonard & Straus, 1997:112).

Thinking preferences are also revealed in different work styles, including decision?making and communication activities. Some people prefer to work in a group to solve problems, whereas others prefer to gather, absorb, and process information by themselves. Abstract thinkers, for instance, assimilate information from a variety of sources, such as books, reports, videos, and conversations, and prefer learning about something this way rather than experiencing it directly. Experiential people, in contrast, get information from interacting directly with people and things (Leonard & Straus, 1997:112). Some people evaluate evidence and make decisions through a structured, logical process, whereas another group rely on their values and emotions to guide them to the appropriate action (Leonard & Straus, 1997:112).

Various diagnostic tools and descriptive analyses of human personality have been developed to identify diverse categories of cognitive approaches. All the instruments however agree on the following (Herrmann, 1989:15-23; Leonard & Straus, 1997:113):

- Preferences are neither inherently good nor inherently bad. They are assets or liabilities depending on the situation.

- Distinguishing preferences emerge early in our lives, and strongly held ones tend to remain relatively stable through the years.
- We can learn to expand our repertoire of behaviours, to act outside our preferred styles, but that is difficult.
- Understanding others' preferences helps people communicate and collaborate.

Instruments with credibility such as the Myers?Briggs Type Indicator (MBTI[R]) or the Herrmann Brain Dominance Instrument (HBDI) help educators not only to understand their own thinking style preferences, but that of their learners as well. Communications should be tailored to the receiver instead of the sender. In a cognitively diverse environment, a message sent is not necessarily a message received. Some people respond well to facts, figures, and statistics. Others prefer anecdotes. Still others digest graphic presentations most easily. Information must be delivered in the preferred "language" of the recipient if it is to be received at all (Leonard & Straus, 1997:114)

Brain dominance leads to the development of preferences, which in turn establishes interests, which lead to motivation. This leads to the development of competencies, and influences our career choices and ultimately the work done (Case name: Technical, 1999:3) .

3. Herrmann Brain Dominance Instrument (HBDI)

Ned Herrmann started his research in 1976 as a result of his interest in defining the nature and origin of creativity. He attempted to develop an instrument with which brain dominance and thinking preferences could not only be identified but quantified. Each quadrant of this model by Herrmann (1989:411) (Table 1) represents a cluster of distinct thinking abilities and ways of "knowing". Each person embodies a coalition of these abilities in various proportions. Differences in thinking preferences are expressed in different vocabularies and in different problem solving outcomes. Thinking preference does not mean competence. We can learn to use our primary and secondary preferred modes more effectively through training, motivation and practice, and we can learn to strengthen less preferred modes (Lumsdaine & Lumsdaine, 1995:193).

Table 1: Four quarter whole brain model (Herrmann, 1989:411;Lumsdaine & Lumsdaine, 1995:193).

A	analytical logical fact based quantitative	innovative holistic conceptual thinking intuitive	B
C	sequential organized detailed planned	interpersonal sensory kinesthetic emotional	D

The whole brain can also be divided into four modes:

- left mode (quadrant A and B);
- right mode (quadrant C and D);
- cerebral modes (quadrant A and D) (cognitive, intellectual); and
- limbic modes (quadrant B and C) (structured, visceral and emotional) (Lumsdaine & Lumsdaine, 1995:203).

These modes function together, making up a whole brain in which one or more part become naturally dominant. The dominance between paired structures of the brain provides the basis for measuring the level of dominance. The HBDI is an assessment tool that quantifies the degree of a person's preference for specific thinking modes.

According to Herrmann, (1989,79-84), the different quadrants reveal four different ways of thinking and "knowing". Quadrant A thinking preference is associated with logical, analytical, and often bottom-line tough. No decision is made without the facts and reality is now. The B-quadrant is very detailed, structured, and solid, down-to-earth with no equivocation and ambiguity. The C-quadrant style is highly participative and team-oriented, and people are considered to be the most important asset. The D-quadrant is intuitive, holistic, adventurous, and risk taking (Case name: Technical, 1999:3).

To determine these preferences of individuals, a questionnaire consisting of 120 questions must be completed by an individual, either on computer or on paper. The completed surveys are entered in the HBDI scoring programme, and transmitted to their headquarters in North Carolina (USA) for scoring. Numerical results are returned by computer and is entered on the profile data sheet. Thinking preference is determined by the magnitude of preference in each quadrant (Overview, 1999:1).

4. The whole brain teaching approach

All four brain quadrants should therefore be involved in teaching and learning as indicated by the Herrmann Whole Brain Teaching and Learning Model - figure 1 (Note: Figure not available on-line. Please contact author). The four quadrants that are involved in effective learning are according to Lunsdaine & Lunsdaine, (1995:202):

Task	Quadrant
Memorising and synthesizing ideas and thinking process	C & D
Hands on projects and real-life design problems	B, C & D
Customer surveys	C & A
Searching for information	A & D
Verbal and written presentations	C
Using interactive software for solution optimization	D
Creative problem solving	A, B, C & D

The whole brain technique of teaching may take longer to prepare as an attempt has to be made to try and satisfy all areas of learning which should be incorporated into the presentation. These methods are not traditionally incorporated in teaching methods and are more acceptable to the developing of less preferred skills. Whole brain teaching is more interesting and gives scope for everyone to find learning interesting (Case name: Creating, 1999:5-6).

Learners retain information much better if it is presented in a way that appeals to them (figure 1 Note: Figure not available on-line. Please contact author). The educator should be aware of the lesser preferred quadrants of the learners and try to avoid presentations working mainly in that form (Case name: Creating, 1999:5-6). This makes both learners and educators more aware of others; their strengths and weaknesses and also more

tolerant (Case name: Creating, 1999:5-6).

From this model teaching strategies can be developed to enhance whole brain learning (Table 2).

Table 2 Learning and Design considerations (Herrmann, 1989:419)

A - UPPER LEFT		D-UPPER RIGHT	
Learns by:	**Learners respond to:**	**Learns by:**	**Learners respond to:**
• acquirng and quantifying facts • applying analysis and logic • thinking through ideas • building cases • forming theories	• formalized lectures • data based content • financial/technical case discussions • text books and bibliographies • programme learning • behaviour modification	• taking initiative • exploring hidden possibilities • relying on intuition • self discovery • constructing concepts • synthesizing content	• spontaniety • free flow • experiential opportunities • playfulness • future oriented case discussion • individuality • aesthetics • being involved
B-LOWER LEFT		**C-LOWER RIGHT**	
Learns by:	**Learners respond to:**	**Learns by:**	**Learners respond to:**
• organizing and structuring content • sequencing content • evaluating and testing theories • implementing course content	• through planning • sequential order • organizational and administrative case discussions • text books • behaviour modification • programme learning • structure • lectures	• listening and sharing ideas • integrating self experience with self • moving and feeling • harmonizing with content • emotional involvement	• experiential opportunities • sensory movement • music • people oriented case • discussions • group interaction

5. Results of the HBDI evaluation of second year learners registered for the degree - Bachelor in Information Science (Library Science)

The survey was completed during a special scheduled session. Twenty-seven learners participated. The surveys were processed and scored as a set. Some results are given in Table 3. The results were used to draw the group profile in figure 2 which gives an insight into the thinking preferences of this group of learners.

Table 3 Average scores of twenty seven second year learners

Quadrant	Upper left (A)	Lower left (B)	Lower right (C)	Upper right (D)
Preference	55	81	97	68
Choice	4th	2nd	1st	3rd
Generic code	2	1	1	1

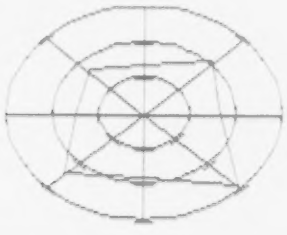
The scores in table 3 gives an indication of the primary preferences of the learners. The preference codes are identified as follows :

- "1" or "Primary" A score of 67 or above indicates a quadrant which enjoys thinking. A score above 100 indicates a very strong preference, often visible to others.
- "2" or "Secondary" A score of 34?66 represents thinking modes that are comfortable and available as necessary with relative ease (Overview, 1999:1).

This group profile (figure 2) is described by Herrmann (1989:388), as a triple dominant profile (2111) with two primaries in the right mode (C and D quadrants) and lower left (B quadrants). About 16% of the population falls within this profile. This group of learners prefer to use the Lower Right C quadrant (97) primarily, followed by the Lower Left B quadrant (81) and then the Upper Right C quadrant (68). The Upper Left A quadrant (55) is the least preferred modes of thinking. Another important aspect concluded form feature obtained from the information is the rank order of work elements (Figure 3). These work elements are those elements most preferred by the group.

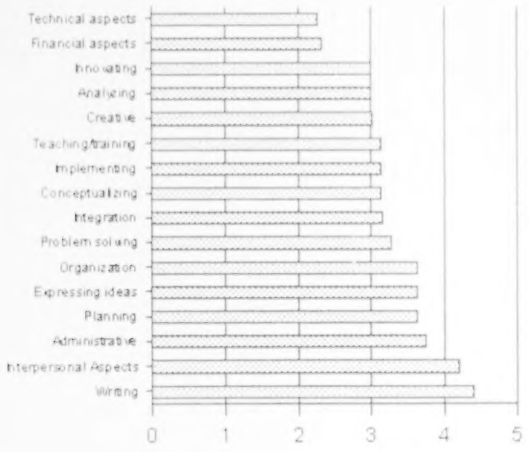
This profile is characterized by its multi-dominant and "generalized" nature, and fairly balanced amount of understanding and ability to use the three primary quadrants - the preferred processing modes being creative and holistic in Upper Right D, interpersonal and feeling in Lower Right C, and planning and organizing in the Lower Left B. The Upper Left Quadrant A is least preferred, but still the person is typically quite functional in their use of the logical and analytical aspects of this quadrant. This profile is typical of many personnel and human resources professionals, including educators, as well as those whose occupations require an understanding and ability to function on many levels, such as social workers, executive secretaries, and supervisory nurses (Herrmann, 1989:388).

Figure 2 Group average profile



The above profile displays a strong preference in the C quadrant (97). This implies a strong preference for the interpersonal, feeling based, emotional and spiritual thinking modes. The second most preferred quadrant is the B quadrant (81) with a preference for controlled, structured and organised thinking modes. The D quadrant is third most preferred quadrant (68) with creative, holistic and synthesizing modes. The least preferred quadrant is A (55) with a preference for analytical, rational, and logical processes.

Figure 3 Rank order of work elements



A careful study of the rank order of work elements (figure 3) together with the specific quadrant in which they are to be found gives a clear indication of the preferences of this group of learners is writing, interpersonal aspects and administrative work. It also give an indication of which areas need specific instruction, i.e. technical aspects, financial aspects innovating, and analysing.

6. Implication of the results of the HBDI for learners in cataloguing and classification

The results of the HBDI when applied to the group of learners identified previously, show that these learners do not possess the thinking preferences required to do cataloguing and classification. In many fields of the information profession, their preferred thinking styles will be an asset. Interpersonal skills are important when dealing with information users. The profile of thinking preferences of this group of learners reveals that their thinking preferences are mainly associated with the B and C quadrants. What cataloguers and those who do subject cataloguing and classification need, are analysing, problem solving, implementing and organization. Technical aspects are rated lowest, yet all aspects of bibliographic control rely heavily on technical knowledge and expertise. Knowledge of how catalogues and indexes work also forms the basis of many tasks performed by information workers. Problem solving abilities and technological proficiency are essential for most aspects of information work, but this group of learners do not prefer this thinking style.

From the results obtained in this project above it is clear that quite a few of the thinking preferences need to receive attention in the way the subject is taught. Teaching methods (table 2) should be adapted to use preferences to develop needed skills. Attempts must be made to utilize preferences to master skills related to those aspects for which a low preference is shown. During the second year of the Library and Information Science curricula, more attention will be given to the less preferred but essential preferences. The same group will be evaluated again next year, using the HBDI, to establish whether any meaningful changes have been achieved.

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Intranets and Extranets at State Libraries in The United States

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Paper

Introduction:

This paper is an analysis of Intranets and Extranets at selected State Libraries in the United States. Each of the 50 states in the United States has a State Library. Most State Libraries have public Web sites about their services. This paper does not review Web sites designed for use by the general public. Rather, this paper focuses on Web sites designed and delivered by the State Library to a targeted audience, typically state government employees, State Library employees, or the library community. Librarians designing Web sites might find these examples and analysis to be useful.

Definitions

This analysis begins by defining three types of Web sites: Internet, Extranet, and Intranet.

An Internet Web site is a site that is typically open to the general public and publicized as such. It is registered with and easy to find through standard Web search engines. The content of the Web site is designed to be useful to the general public.

An Extranet Web site is a site that is designed for a specific audience, but one outside of the State Library agency or the parent agency of the State Library . Of the State Library Extranets reviewed here, the target agency was either state government employees or the librarians throughout the state. In some cases, access to all or part of the Extranet was

password protected. In other cases, it was open to the public but not publicized, not registered with search engines, or the content not designed to be of use to the general public.

An Intranet Web site is a site that is designed for use by State Library employees or by the employees of the State Library's parent agency. Usually it is password protected and may contain proprietary information only of interest to employees, or needed to be safeguarded from non-employees.

Methodology

The author sent an electronic message to all State Libraries in the United States, providing a definition of both an Intranet and an Extranet, and asked if any states managed or were part of an Intra or Extranet whose URL could be shared. Seven State Libraries with such Web sites responded. One declined to participate because of the secure nature of the information on the Intranet. One agreed to participate by faxing upper level menus on the Intranet for analysis but not allowing full access. Two provided passwords for access to the Intranet. Three had Extranets open to the public despite the targeted nature of the information on the site.

The analysis below is in four basic areas: organizational placement of the Web site; content on the Web site (both Intranet and Extranet); and a critique of the site design for ease of use and navigation. Finally, there is a set of observations and recommendations for those designing Intra and Extranets.

Organizational Placement

Of the Intranets, one was designed completely by the State Library; one was designed completely by the parent agency with few links to library information; and one was designed primarily by the parent agency but with a significant State Library contribution.

Of the Extranets, three were designed completely by the State Library and three were designed primarily by the parent agency with a significant State Library contribution.

Table 1: Organizational Placement of Intranets and Extranets

State	State Library Development	Parent Agency Development	Parent Agency Development with Significant State Library Contribution
Intranet			
Colorado		X (password protected)	
Ohio	X (password protected)		
Utah			X (password protected)
Extranet			
Alaska	X		
Colorado			X
Oregon	X		
Rhode Island			X
Utah			X

Table 1 shows that, of the six state libraries whose Web sites were reviewed, three had Intranets and five had Extranets. All three of the Intranets were password protected in whole or part. All of the Extranets had open URLs that were not publicized to the public but rather to the targeted population. Some had specific, services that were password protected.

Content

The author analyzed the content on both the Intranets and the Extranets.

INTRANETS

Table 2 analyzes the content of the Intranets. Only three of the six libraries analyzed had Intranets, Colorado, Ohio, and Utah. Colorado and Utah were part of the Intranet for their parent agency: the Colorado Department of Education for Colorado, and the Department of Community and Economic Development for Utah. In the case where the State Library's Intranet was part of the parent agency, the analysis focused on library information, rather than information provided by the parent agency.

The Ohio State Library's Intranet was devoted entirely to information of use to State Library employees. In Colorado, the only information on the parent agency's web site was an Interlibrary Loan form. In Utah, the information was designed for parent agency employees about the services available from the State Library.

Table 2: Comparison of Intranet Content

Content Ara	Colorado	Ohio	Utah
ILL Forms	x		
Information on State Library move to a new location		An FAQ on a move to a new building, message from the State Librarian; street map; staff concerns; crime reports from new area; time line; rumors, myths, and hoaxes;	
Job openings at the State Library		professional and non-professional	
Training opportunities		x	
On-line help for computer system		including access, e-mail, and printing of the local area network	
Information on OPAC	Link to state network	Back-up, problems, patron authentication,	
Employee newsletter		x	
Planning documents		x	
Benefits and employee policies		x	
State publications	X		
Business Information and Research Services			On Intranet and available on Internet site
Utah Facts Book			On Intranet and available on Internet site
IAC Search Bank			Magazines, reference books, and newspapers available on line
Selected Internet Resources			x
State Library basic services			x
News Articles			Media articles about the parent organization

EXTRANETS

There was considerably more information available on the library Extranets. These sites were aimed at one of two audiences: the library community or state government workers.

Alaska

Alaska has two Extranets, one for state government and one for the library community. In both cases, access to the Extranet is on an Internet menu but to use the services requires registration with the State Library and a password. One menu item on the State Library's Web site is "Services to State Government." These services include:

- In-depth reference and research services
- Daily tracking of federal legislation and regulations
- Online computer searching, half of the databases with full text (including testimonials!)
- Publications , including a newsletter, current topics, resource guides, and speech preparation materials
- Current Awareness Services
- Collections, including state and federal documents, historical collections, periodicals, books
- Tours
- Electronic Interlibrary Loan (ILL)
- Electronic reference question service
- Electronic publications ordering service
- Electronic table of contents service , available for 230 periodicals

To access the services, a state employee must submit his/her password on the electronic request forms.

The Extranet for the library community is also accessible from the State Library's Web site. Most of this information is available free to the public although it is of most interest to the library community. The two password protected services are e-mail/Internet service and access to commercial databases paid for with state funds. The e-mail and First Search services include information on how librarians can set up an account. The other commercial databases included a search box. No password was required, but attempts to do a search were not successful.

A primary distinction between the two Extranets is that one offers services that the State Library will perform for government employees while the other describes services and resources that the Library community can use themselves.

One of the most unique resources available is speech preparation assistance to state government employees.

Colorado

The Colorado Extranet is aimed at the library community in Colorado. It can be accessed both through the public Web site of the Colorado Department of Education and through the public Web site of the Access Colorado Library and Information Network (ACLIN). The Resources for Librarians link leads to resources designed to be of specific help to local libraries. Because the State Library is part of the Department of Education with a strong, specific commitment to student achievement through educational standards and student assessment, a major link of Colorado's Intranet is to resources for school libraries. Colorado resources include:

- Jobline listing jobs in all types of libraries in Colorado
- E-rate link with the latest information on telecommunication discounts
- Instructions on applying for the Colorado Library Card reciprocal borrowing program
- Continuing Education calendar and form for submitting requests
- Country equalization grant program rules and regulations
- Library establishment documents to certify eligibility for grant programs

- Federal Library Service and Technology Act grant guidelines
- Library listservs in Colorado and subscription information
- Payment for Lending rules and reimbursement information
- Advisory group membership, mission, plans
- School library media services for school districts

A unique feature of this Web site is the emphasis on school library services and their contribution to student achievement and the public library establishment documents, that indicate when each public library was first established.

Oregon

Oregon's Intranet is aimed primarily at state government employees. Basic access is open, but the information is designed to be of interest to government employees. Some parts of the Web site are password protected and require that state government employees register with the State Library first. The Web site is called "State Library Work Smart: the information connection." It includes these resources:

- Commercial databases (password protected)
- Electronic tracking service for periodicals, Federal Register, and federal legislation (password protected)
- Dictionaries, including sign language, acronyms, foreign languages
- Encyclopedias
- Quick Reference, including associations, biographies, flags, world leaders, history, Oregon Blue Book, publications, grammar, maps, calendars, metric conversation, quotations, telephone books, state government travel information, currency, weather and road conditions
- Magazine and newspaper indexes, including Oregon, national, and international
- Article retriever (password protected) provides access to periodical articles
- Online library catalogs, links to library catalogs in Oregon and the nation
- Oregon Government Web Sites
- Subject list of Web resources, including links to Web sites in 26 subject areas
- Search engines and directories, including "how-to-use" directions for all search engines

Other key links lead to "Ask a Librarian for Assistance" , "Register for a Password", and "Information Services for the State Government." These include:

- Reference service
- Books and magazine articles
- ILL forms
- TRAKsmart, the tracking service
- LISTsmart, listing all electronic mailing lists for the state
- Purchase materials, ways to suggest items for the library to buy
- Oregon Document Deposit Program, access to state government publications.

The Oregon site was one of the most comprehensive, easy to navigate sites reviewed. The information provided was extensive, thorough, and useful . While designed for government employees, the information would be useful to anyone. Detailed directions on search engines were particularly unique.

Rhode Island

The Rhode Island State Library is part of the Office of Library and Information Services. There is a general Web site for the office with a link to two Extranets. The first is to LoriPro, services for library staff. Much of this information is password protected. LoriPro is listed as "for the RHILINET library community." The other link is to Information and Research Services for Rhode Island State Government.

Information for the library profession includes:

- ILL and FirstSearch
- E-rate discounts
- Discussion group listings, moderated discussion groups on a variety of library topics, archived for easy access of past messages
- Calendar of library events including a form for submitting events for inclusion in the database and a form for registering for selected workshops
- Jobs available in Rhode Island libraries
- How to use LoriPro including user profiles, using an e-mail program, tips for navigating
- Connections to Rhode Island libraries, other bibliographic resources, and educational on-line resources
- Connections to government information
- Connections to the State Library's main Web page

Information for state government employees includes a listing of services with very brief descriptions and a link back to the home page. This is followed by a search request form that allows state employees to indicate which service is requested. While not password protected, the form does ask for the state agency identification, allowing state library staff to limit service to eligible users. There is also a link to four major Internet resources:

- Bibliographic resources including Amazon.com, Library of Congress and Massachusetts libraries (but not a link at this point to Rhode Island libraries)
- Dictionaries
- Search engine directory (but not instructions on use as in Oregon)
- Legal and other government resources, including links to Rhode Island library catalogs and state and local government information and associations
- Planning resources on the Web with links to planning Web sites for a variety of state agencies
- Rhode Island Government Information (also linked to in two areas above)

The most interesting and unique Web sites in Rhode Island were the Special Interest Discussion Groups and the Planning Resources on the Web

Utah

The Utah State Library is a part of the Utah Department of Community and Economic Development. It has an Extranet for the library community. It has been password protected in the past and is currently under redesign.

The Extranet includes the following links/services:

- Public library statistics
- Calendar of events, both when reports are due to the State Library and when meetings and training opportunities are scheduled
- Interlibrary loan request form and status reporting forms
- Utah State Library's catalog
- Books on tape, videos, Spanish language information
- Reference service request form for a search
- Youth services, summer reading program
- E-rate telecommunication discounts
- Grant information, both state and federal grants
- Professional development opportunities including library school programs and professional reading

- E-mail discussion listserv
- Publications
- Links to state and federal government publications
- Commercial databases (password protected)

Utah had several unique databases: the annotated list of professional resources; the list of Spanish language materials; and a children's book review database.

Comparison of Information Available on Extranets

Table 3 provides a comparison of the content of the state Web sites analyzed showing what is common and what is unique about the resources made available.

In general, on each Web site, there is a mix of state library developed materials and links to other Web sites.

Table 3: Comparison of Content on Extranets

Element	Alaska	Colorado	Oregon	Rhode Island	Utah
Target Audience	State Government (Gov) Lib. Community (Lib)	Library Community	Government Employees	State Government Library community (password protected)	Library community
Reference and research services	Description of service and form to request assistance (Gov)		Provided to government employees, (password protected)	For state government, request form available	Request form available
Tracking of federal legislation	Description of service; how to register Gov)		Password protected access		
Online computer searching	Description of service and form to request assistance (Gov)		Access to indexes for direct searching Password protected access	For state government	Request form available
Publications	Publications available (Gov)	Description of publications available			Description of publications available
Material for speeches	Description of service (Gov)				
Current Awareness service	Including Table of Contents		Password protected access		

	service for 230 periodicals (Gov)				
Collections	Catalog, databases, magazines, photographs (Gov)	Access to online library catalogs of other libraries	Access to online library catalogs of other libraries	Access to online library catalogs of other states	Access to the online library catalogs of other libraries
E-mail	Description of service and how to register for an e-mail account (lib)		E-mail lists for state employees to subscribe to	Available for the library community (password protected) with extensive information on how to use	E-mail list serve available for subscription
Commercial databases	Description of service and form for searching, includes FirstSearch		Description of 9 databases. Password protected,	Only First Search, available by password	
Specific resources for school libraries		Information literacy guidelines, impact of school libraries on student achievement.			Description of graduate media programs
Element	**Alaska**	**Colorado**	**Oregon**	**Rhode Island**	**Utah**
Advisory groups		Membership, mission, and activities of 3 main advisory groups			
Dictionaries			Sign language, foreign language, acronyms, searchable on-line	For state government under general reference	
Quick Reference			Biographies, encyclopedias, associations, world leaders, historic events, grammar, maps, currency exchange,		

		quotations, telephone books, state government travel information, weather		
Government Web sites	Links to State Government, state publications	Links to state government, state publications	Links to national, state, and local for both librarians and government workers	Links to state and federal resources
Subject access to the Web		List of 26 topics and links to Web sites in these topics		
Search engines and directories		Lists all the major search engines with instructions on how to search them	Lists major search engines with links to them	
ILL	Rules for reimbursement for net lenders	Form for submitting reque4sts	For librarians	Both request from and status reporting form
Purchase materials		Form to suggest materials for purchase		
E-rate information	Colorado information links to federal site		Rhode Island land and links to federal information	Information about Utah and links to federal information
Calendar of events, Con't Education	CE calendar with form for submission		CE calendar with form for submission and registration	When reports are due as well ac CE opportunities
Job line	Information about Colorado jobs for librarians		Information about Rhode Island jobs for librarians	
Special interest discussion			Archived by topic and date, for	

Element	Alaska	Colorado	Oregon	Rhode Island	Utah
groups				librarians	
Resources for planning				For government staff	
Library statistics		Both Colorado and other states statistics plus reports of research, all types of libraries			Both Utah and other states statistics for public libraries
Collections					Books on tape, Spanish materials, videos
Reciprocal Borrowing		Instructions for applying for the Colorado Library Card program and current participants			
Grant program		Rules and instructions for state equalization program,federal program guidelines			Information about federal grant programs
Youth services					Children's book review database

Design

In reviewing the design of the Web sites, I looked for several elements:

- did it have a "text only" option for visually handicapped
- were the design elements consistent throughout the Web site so that it was easy to follow
- were headings and graphics on introductory Web sites carried over on related pages
- amount of jargon and acronyms used
- did I get lost!

ALASKA

Services to State Government

The Alaska State Library is a statewide research library for Alaska State Government. State employees needing information for their work have access to a variety of library services including:

What Works

The Alaska State Library's Web site for state government employees could be entered either through the Web site the Department of Education and Early Development or through the State Library's public Internet Web page. When entering from the Alaska State Library's public Web site, (which has a "text only" option at the very top) the heading reads:

> Services to State Government
> (Around the Clock Reference)

This was a highly inviting introduction to the Web site. The Alaska State Library's Extranet Web site for state government employees was easy to use and follow. Graphics were clear and consistent throughout the Web site. Top menus were usually followed by a repeat of the headings with textual information scrolled below it. Information in the top menus could be accessed by selecting and clicking or by scrolling. This saved the time of user because the user did not have to click back to a top menu after reading just one paragraph of description. I always knew exactly where I was in the Web site. The information was complete and seemed to be have information that would be very useful to state government officials. There were no frames disturbing the presentation of the information.

The Extranet for the library community used the same primary graphic as that for state government employees. The State Library Electronic Doorway (SLED) does have a different logo, but connecting to it was relatively easy. Other special programs had clear names rather than logos (except for SLED, below). "Muskox, the Internet Server for Libraries in Alaska" and "Databases for Alaskans" are examples. The lettering is big but the meaning is clear.

What Needs Improvement

I made the incorrect assumption that "Around the Clock Reference" meant staff available to help around the clock. Not so, and probably not really expected. The phrase really meant around the clock resources available electronically.

When entering the Services to State Government section from the Department's Web site, the selections under the main title read:

> SLED
> Electronic Periodical Indexes
> Electronic Reference Question Service
> Electronic Interlibrary Loan (ILL) Services

When clicking on the main Services to State Government title, or when entering Services to State Government from the Alaska State Library public Web site, the selections are different. SLED is not an immediate selection. Electronic Periodical Indexes isn't listed but two new selections are: Electronic Publications On-going Service and Electronic Table of Contents Service. SLED is at the very bottom of the page as a selection.

These are really minor concerns in a very good, clear Web site.

COLORADO

Welcome to the Colorado State Library, an Office of the Colorado Department of Education. The State Library is committed to advancing the philosophy and practice of lifelong learning, which it does by enhancing the ability of local libraries and adult education programs to provide the best possible service to their clients. Follow the links

below for more information.

What Works

Colorado's Web site is currently being redesigned to create an Extranet for the library community imbedded in the Colorado Department of Education's public Web site. The State Library's information is easy to find. It is listed as a primary button on the Department of Education's main menu. The link is to the State Library Office where information for both the general public and the library community is included. Previous to this revision, information for the library community was partly housed on the State Library's Web page and partly housed on the state network ACLIN. This revision focus ACLIN only on links to library resources and information databases designed for the general public. All information and resources specifically for the library community will now be on the State Library's Web site. The ultimate usefulness of this arrangement is unknown at this time but the concept will be tested in the coming months.

What Needs Improvement

Currently the primary design on the State Library's Web site is a set of colorful crayons. This may be appropriate for the Colorado Department of Education of which the State Library is a part, but it is not relevant to the State Library's work. Also, in the transition of information and design from the state network ACLIN to the State Library's Web site, librarians may get confused and be unable to find information they need.

OREGON

What Works

The Oregon State Library's Intranet for state government was the best Web site I reviewed. There was no "text only" selection but there were no graphics or icons used that would have been difficult for visually handicapped to read. The main selections were in a frame down the left side of the page and were clear and explanatory about the content included with scroll down access to items in the main menu.

Dictionaries
Encyclopedias
Quick Reference
Magazines/Newspapers
Article Retriever
Library Catalogs
Oregon Government
Subject Lists
Search Engines

Two other logos were used. The TrackSmart logo was very similar in design to WorkSmart and clearly gave the impression that it was for tracking information on behalf of state employees.

Article Retriever was a different s its meaning. The other logo is for a service called Article Retriever. Again the meaning of the logo, combined with the explanatory words was very clear.

Oregon State Library Article Retriever

What Needs Improvement

I felt the need for an introductory screen that explained something about WorkSmart. Instead, the first screen launches immediately into databases. It is relatively clear that the buttons on the top and along the left side lead to other information resources, but some explanation of the State Library's role, the target audience, etc. on the first screen would have been helpful.

There was no "home" button that took you back to the beginning. The frame along the left side was stationary and most of the choices a state employee might want were there. However, when I was looked for TrackSmart, it was not immediately apparent where to find it. It was not in the left side frame, rather under "services" in the top buttons which are not visible on all the screens. Presumably, frequent users would know where items were. Still, a home button taking one back to the opening page would have been useful.

RHODE ISLAND

What Works

The Rhode Island State Library's main Web page is part of the Office of Library and Information Services (OLIS) state agency (where the State Librarian is also the Department Director). The first words on this page are for "text version of this page", although there is only one icon so the page would be easily accessible for the visually handicapped even without this notice. Other pages do not have this message at the top, but again, there are few icons and none that contain critical information, thus the site is easy to use for the visually handicapped.

From the OLIS home page there are links to LoriPro for library staff (which is password protected) and to State Government Information as well as to public Internet sites describing OLIS library resources, the Library of Rhode Island (state and national library catalogs). These sites are rich in information.

The primary LoriPro menu includes QUICK links to key information, subject groupings of the same information, and a "what's new" section. It includes a "Search THIS Site: Keyword searching of the LoriPro site" to further assist users in finding information they need. Navigation was straightforward and usually successful.

The primary menu for "Information Research Services for State Government" was also informative. It outlines the scope of the services and the library's service commitment: "Experienced information specialists are available to help locate information and provide resources on a wide variety of subjects that are of concern to state government." It also outlines the primary services provided and then links to brief descriptions of the various services. A "Search Request Form" is the primary mechanism for state government employees to request services, materials, or information. Again, the information provided is rich and uniquely helpful to state government workers.

What Needs Improvement

The primary problem with this collection of Web sites was the extensive use of unexplained acronyms. LORI, used extensively, was not explained although I soon deduced it stood for Library Of Rhode Island. The "PRO" in LORI PRO is never explained but presumably is stands for "professional" for library staff. RHILINET is also used in several places and never spelled out. Rhode Island Information LIbrary Network? It is not clear. The SIGS (Special Interest GroupS) discussion groups include acronyms for the groups that are not immediately clear without reading the descriptions. In same cases not even then, i.e.: "LTA Discussion, Use this area for discussion and information for LTAs."

The word "LORI" is used to designated different pieces of information. It is used as a

heading to group numerous kinds of information. At one point it is also used with the subheading "connections & directions to RI's libraries." There is also a link to CLAN in several places that I eventually discovered meant "Cooperating Libraries Automated Network" but this is not explained in the menu structure.

On the State Government Information Web site, the main menu clearly explains the services available, however, links to explanations are treated as individual Web pages. Clicking through provides only a few sentences each on: introduction, interlibrary loan services, location and staff, online access to R. I. libraries, online databases services, reference and referral services, and research assistance. In each case, a user must click on the heading, read the short paragraph (in one case only two sentences) and then there is a link to the request form. With the brief amount of information on each topic, it would be more user friendly to have the list of headings and then scroll through the various brief descriptions, ending with the search form.

UTAH

Site Search

Online Catalog
http://168.178.63.140/webpac/wgbroker?new+-access+top.usl

Library Directories

PIONEER
http://pioneer.lib.ut.us/

About Us

What's New

DCED
http://www.dced.state.ut.us/

What Works

When entering this web site through the Utah State Library Division, the graphics are clear and clean and load quickly. The primary graphic is carried over from page to page with the links shown above on the left carried over from page to page, as are the links at the top. The site is relatively easy to navigate with easy return to the main menu page. The State Library is currently revising the site to improve it.

What Needs Improvement

When entering the State Library's Web site from the Department of Community and Economic Development (DCED), the State Library's information is all contained in a frame. Most of the screen real estate is taken up by DCED information surrounding the State Library's information and almost one/fourth of the screen on the left has only one word on it, "home". This is obviously not the fault of the Utah State Library but the Utah Department would be well to consider a redesign of this feature. The frames are better designed on the State Library's site and move with the information. However, not all of the words on the left are true links, particularly "Site Search" and What's New". It's not clear why these are not activated.

Some of the titles on the main menu are also somewhat misleading. For example, on the main menu there is a link to "Interlibrary Loan". When clicked through, however, the title reads "Material Requests (Interlibrary Loan) and includes links to well-developed

resources lists of books on tape, Spanish language information, and videos. One would never know this from the title on the main menu. In another example, the title on the main page is "Annual Report" but the title on the page linked to is "Public Library Statistics". This may be part of what the State Library intends to revise.

Finally, some of the links lead to a totally different graphic:

This seems to be used primarily with links to publications but not all publications have this graphic. It includes most of the same words that are links down the left hand side of the page on the main graphic but these circles are not interactive. It is only a graphic. Attempting to click on a circle leads nowhere.

Observations

This paper did not investigate any relationship between the budgets of the state library agencies and the extent of resources or customized services offered to the government employees or the library community. Only Oregon has a specific assessment (by law) of government agencies to support the services provided. All of the other states except Colorado have functioning library operations with professional library staff who presumably can help assemble resources. Colorado does not operate a library and has the least links to other resources.

Ease of navigation is critical in the ultimate use of any site. I got lost in the Web sites of two of the states. Despite the wealth of information available, I could not find my way back to some of these resources once I left them. The main menus were not always clear as to what resources lie beneath them and in some cases the sub-menus were totally different, including the title, from what was indicated on the main menu. State libraries would be well advised to test new Web site designs with novices in the library or public community and redesign based on their use of (or inability to use) the site.

A confusing aspect of several of the sites were different names, and sometimes logos, for different aspects of the library information. For example, some state libraries had one name for their State Library Web site, another for a network of library resources, yet another for an Extranet for the library community or for government workers. The links between these were not always clear. Presumably with use, it becomes clear, but the new user could easily get confused. Consistency of names, graphics, and linkages of major programs needs to be considered. Utah did this well with its consistent links to major sites along the left side of the page (except for the links that should have been but were not activated.)

None of the sites presented any problems to the visually impaired. There was minimal use of icons and even when there were icons, clear wording was included. There was also a minimal use of frames that took screen real estate from content. The major problem was the link from the Department's Web page in Utah to the State Library's information. That was an excellent example of what NOT to design.

Different methods were also used to distinguish between what was clickable and what was not. It was not always clear what led to additional information and what did not. This sometimes resulted in confusion about how to reach resources. In some cases the non-clickable heading had subheadings shown that could be accessed. In other cases, for example Utah's "What's New" clearly should have led somewhere. If the link is not activated, it ought not to be shown.

One clear opening screen that gives the scope of services would also be helpful, with clear links between major information Web sites maintained by the State Library. Rhode Island's opening menu for government employees is a good example of this. Oregon, otherwise an excellent site, needed this introduction.

Conclusion

Librarians at State Library Agencies are compiling an incredible array of resources to be used by the library community, state government employees, and the public at large. A review of just these six libraries provides excellent examples of the kinds of resources and services that United States State Libraries provide.

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International Federation of Library Associations and Institutions
www.ifla.org

IFLANET Search Contacts
Annual Conference

IFLA 2000 JERUSALEM
Conference Proceedings

66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August

Code Number: 098-115-E
Division Number: VI
Professional Group: Audiovisual and Multimedia
Joint Meeting with: User Education
Meeting Number: 115
Simultaneous Interpretation: *No*

Web-supported teaching in the Department of Information Science at the University of Pretoria: a case study

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Paper

1. Introduction

The paper consists of a case study on how the tuition methods in a number of modules in the Department of Information Science at the University of Pretoria have been transformed from traditional classroom presentations to a learner-centered approach supported by material on the web and by e-mail and listserver interaction. The emphasis is on the honours (fourth year) programme in Library and Information Science (LIS) and the under-graduate programme in multimedia. Problems and successes are pointed out. Included in the discussion is the students' reaction towards these changes (positive and negative), and the role of the University's library and the subject librarian. The difference in attitude between the multimedia students and the LIS students in accepting these changes is demonstrated and various reasons for this are advanced. In conclusion a number of proposals are made on how to make these changes more acceptable to all students.

2. Background to the University of Pretoria

2.1 General profile

The University of Pretoria, situated in Pretoria, the administrative capital city of the Republic of South Africa, is a dynamic institution that applies its energies and resources to fulfil its primary functions of teaching, research and community service. Its core considerations in determining its priorities are internationalisation, diversity (within and among universities and programmes), relevance and quality. Within this context the mission of the University is:

- To be an internationally recognised academic institution which provides teaching, undertakes research and renders community service;
- to fulfil the educational, cultural, social, economic and technological needs of the South African and Southern African communities; and
- to be a member of the international scientific community (Boon, 1999:2; University of Pretoria, 1999:2).

The mission is summarised in the catch-phrase often used by the Principal of the University: "to be internationally competitive and locally relevant".

In order to fulfil this mission the University preserves a healthy balance between the development of market and vocationally oriented teaching programmes that will meet rapidly changing market needs, and the preservation of pure scientific programmes to stimulate postgraduate study and research. Cognisance is also taken of international trends in the higher teaching environment, with the result that emphasis is placed on:

- outcomes-based learning;
- the development of problem-solving skills; and
- the application of multidisciplinary and interdisciplinary approaches.

The University of Pretoria has nine faculties and offers 520 different qualifications. Over the past seven years the student profile has changed considerably. Traditionally the University catered primarily for Afrikaans-speaking white students. However, the nature of the student body has changed and is now multi-cultural. The multi-racial and multi-cultural student population results in a new dynamism, but also poses new challenges. For instance, in the past - up to 1994 - teaching used to be primarily in Afrikaans, but the change in student profile has resulted in the introduction of English as a teaching language in addition to Afrikaans, and in most departments all lectures are repeated in English. Some lectures are presented bilingually, or only in English.The Honours programmes in the Department of Information Science, as in most other departments, are presented primarily in English for the simple reason that it is not cost-effective to repeat lectures for fairly small groups of students.

In 2000 the total number of contact tuition students is approximately 27,600. Since 1995, the University has, for the first time, offered some programmes telematically. In 1999 about 26 000 telematic students were registered at the

University.

The Academic Information Service and the information technology infrastructure of the University play a very important role in enabling and supporting telematic teaching.

2.2 Academic Information Service (Library)

The University's Academic Information Service consists of a main information centre and various off-campus units that address the needs of the clients in specific fields of study, for example Veterinary Science, Medical Science and Music. The Academic Information Service is also a member of the Gauteng Environs Library Consortium (Gaelic), the largest academic consortium in South Africa, consisting of 14 libraries which cooperate in terms of resource sharing and shared cataloguing.

Owing to changing client needs, the Academic Information Service has provided significant momentum to the development of a digital information service for students and staff. Various strategies are being followed, which include:

- The creation of an electronic interface between the University's own databases and commercially available databases. This includes the University's CD-ROM network with a number of SilverPlatter, Dialog and various other databases, as well as an interface to electronic journal collections such as MCB, Kluwer Online and Elsevier's ScienceDirect.
- Development of an academic cyber space where clients are able to surf the Web at a minimal cost.
- The development of a subject-oriented portal for each academic department/subject area. This initiative is under the direction of the subject librarians/information specialists.
- Development of an electronic collection of prescribed materials. After copyright clearance has been granted, full text journal articles and extracts from textbooks are scanned in and stored in pdf format. The material is then made available electronically via the Innopac system and the Explore function of the catalogue. Students enter their student number in order to gain access to the material. Facilities also exist to make hard copies of the electronic material at a minimal fee.

2.3 Information technology infrastructure

Technology is a cross-sectional entity that affects all the functions of the University to a greater or lesser extent and plays a crucial role in its successful operation. Therefore the University endeavours to utilise technology to its fullest extent. It has developed a formal Technology Plan, overseen by a committee at the highest management level which manages the strategic aspects of the technology infrastructure in conjunction with the IT Services Department, which is in charge of all operational aspects.

The University has a very sophisticated ATM computer network on the main campus and the various satellite campuses. More than 40 local area networks, each with its own servers, are connected via the fibre-optic backbone. There is one mainframe computer and a number of UNIX machines, all operated by IT staff as well as academic staff. In addition there is one official web server, as well as a number of departmental web servers and the web server of the virtual

campus.

Extensive computer laboratories have been established for use by students as part of their formal courses. At present there are more than 1600 computers in various laboratories across the campus and satellite campusses. Students of the Department have access to the 460+ computers in the 12 laboratories of the so-called Informatorium of the School of Information Technology, where they attend scheduled practical classes and do practical assignments in their own time. These laboratories are open approximately 14 hours per day, six days per week. Multimedia students in addition have access to the multimedia laboratory of the Department with 17 computers, scanners, a video capture card, digital video and still cameras, a sophisticated sound studio, and a multitude of multimedia software. All honours students in the Department have access to the telematics laboratory, also situated in the Informatorium. All multimedia and honours students in the Department have access to the Internet and e-mail through the various laboratories.

2.4 Telematic education

Telematic education enables students to access teaching programmes and learning materials at a more flexible time, place and pace, and results in many flexible learning opportunities.

Telematic education at the University of Pretoria may be either "pure" distance teaching, or contact teaching supplemented by technology-based teaching. This implies that a student on campus may also be classified as a telematic student if his/her course includes sections that are supported by web-based learning and teaching. Technology-based teaching can be either web-based, or television-based (via the University's dedicated digital satellite TV channel). Distance teaching delivery can be either paper-based, or technology-based, or a combination of both.

Therefore, there are many permutations of "contact vs distance" and "paper-based vs web-based", which results in a complex continuum of teaching methodologies and delivery methods.

To coordinate this complex array of flexi-learn opportunities and programmes at the University a new department, viz the Department of Telematic Education, was established in 1997, renamed at the beginning of 2000 to the Department of Telematic Learning and Education Innovation. (In addition to its involvement in formal teaching programmes Telematic Education also coordinates a number of support classes in especially the natural sciences and mathematics for schools across South Africa via the satellite TV broadcasts).

Web-based telematic teaching provides a continuum of learning possibilities and styles, from fully web-based courses where all material and interaction is solely via the web, to contact teaching where the web is used as a support to facilitate the access to study guides and prescribed articles, as well as for communication between lecturers and students. The latter model is followed by many departments at the University.

With a view to implementing the vision of web-based interactive telematic education and facilitating the development of web-based courses the Virtual Campus project was established in 1998. WebCT (WebCourseTools) was selected as the delivery platform for course content and management. It provides an easy interface to structure course material for web-based delivery, as well as a number of administrative facilities, such as facilities to manage class lists,

marks, submission of assignments, communication through e-mail and bulletin boards. A separate server, viz the Virtual Campus (VC) server, was installed for WebCT and the web-based courses. A number of departments, including the Department of Information Science, make use of different servers for different sections and functions in their courses in addition to the VC server.

As part of the Virtual Campus project, various administrative facilities are provided to students via the University Web server. They can, for instance, apply for registration, display their examination marks, academic record and account status. Various other facilities are being developed, such as full online registration and secure online payment of accounts.

3. Department of Information Science

3.1 General background

Education in Information and Library Science has changed dramatically at the University of Pretoria over the past ten years. Not only has the number of students in Information Science increased fivefold, but the existing course content has been constantly renewed. Three new programmes, specifically aimed at the growing job opportunities in the information industry, have also been established, and a further specialisation option has been approved for implementation in 2001.

The Department of Library and Information Science was founded in 1944. At that stage it offered only the traditional Library Science degree (Bachelor in Library Science). The department officially changed its name in 1990 to the Department of Information Science. During 1998 it became part of the School of Information Technology. The School consists of the Departments of Information Science, Informatics, and Computer Science. Up to the middle of 1999 the Department was part of the Faculty of Humanities. After restructuring at the University of Pretoria, the School of Information Technology, and by implication the Department of Information Science, officially became part of a new faculty which comprises the Schools of Engineering, the Built Environment and Information Technology. Currently there are approximately 1 200 under- and postgraduate students enrolled in the Department, with 16 full-time lecturers.

3.2 Programmes offered by the Department

The Department offers a full complement of under-graduate and post-graduate programmes, viz Bachelors (three years), Honours, Masters (research or coursework) and doctoral programmes. Various specialisation options are available, namely:

- Specialisation in Library Science (the original programme of the Department)
- Specialisation in Information Science (from 1991)
- Specialisation in Publishing (from 1996)
- Specialisation in Multimedia (from 1998)
- A specialisation in Information and Knowledge Management will be

offered from 2001.

As from 2000 all programmes have been renamed as programmes in Information Science, i.e. *Baccalaureus Informationis Scientiae* (B.IS), *Magister Informationis Scientiae* (M.IS), etc., with the various specialisation options given in brackets.

South Africa is a blend of first-world and third-world features. The training in Library and Information Science therefore has to make provision for students who intend working in a high-technology environment. Students who are not interested in technology, but who plan to work at grass-roots level, such as in community information centres in rural areas, are also catered for. Therefore the Department had to build in options in the programmes to satisfy the needs of these diverse groups, as well as any combination of choices in-between. The material is organised in a modular system and each module runs for a period of seven weeks. This modular approach is followed by many institutions and "enables students to 'mix and match' their own subjects according to individual interests, aspirations, and abilities" (MacDougall and Brittain 1993: 374).

For the specialisation options in Publishing, Multimedia and Information and Knowledge Management additional modules have been designed to focus on specific theoretical aspects and practical skills required in industry.

Specified modules in Information Science and/or Library Science form part of the core in each of the programmes in the Department. In each case these core modules are supplemented with compulsory modules and electives from other departments in different schools and faculties. Details of the various programmes and modules are available in Bothma and Britz 2000 and at http://is.up.ac.za/courses/.

Undergraduate programmes are all presented through contact tuition, supplemented to a greater or lesser degree by web-based telematic teaching. The same applies to the Honours programmes, even though there is a web-based distance education option. Masters and doctoral students are all part-time, and are scattered throughout the country and even Southern Africa.

From 2000, all the courses at the university are based on outcomes-based education, which can be directly linked to a new Education and Training dispensation in South Africa. This model is a paradigm shift from traditional training because there is a movement away from content-driven and teacher/trainer-centred education towards a learner-driven model aiming at achieving specific outcomes and lifelong learning. In this process the teacher/trainer becomes primarily a facilitator by stimulating creativity, self learning and critical thinking. Olivier (1998) indicated that, with outcomes-based education and training, learning achievements are more tangible and the results thereof can be validated against real world requirements.

3.3 Honours in Library and Information Science

Two honours courses in Library and Information Science are currently presented by the Department of Information Science, namely the B.IS (Hons) in Information Science and the B.IS (Hons) in Library Science (in addition to the honours in Publishing since 1996, and the honours in Multimedia which will start in 2001). The honours courses aim to provide students with the opportunity to develop independent and critical thinking skills, while at the same time bridging the gap between undergraduate and post-graduate study. The duration of the courses is one year full-time study or two years part-time study.

3.3.1 Course outline

As a result of the aims set for the course, it has beer compiled to provide students with the opportunity of specialising. Students have to choose four subjects from a total of eight speciality subjects. These speciality subjects are:

- Information management
- Information retrieval
- Multimedia
- Information philosophy, law and ethics
- Information users and information user behaviour
- Management of information service organisations
- Information service provision
- Information for development

The course does not only focus on gaining subject knowledge, but also on research techniques. A subject, Research Methodology, in which students are exposed to both qualitative and quantitative research techniques, is compulsory for all honours students. With this compulsory subject as well as the opportunity to specialise in specific subject fields, a sound basis is developed for further studies on masters and doctoral levels.

Details about the course content are available at at http://is.up.ac.za/courses/honours/.

3.3.2 Student profile

The student core consists of:

- Graduates of our own Department
- Graduates of other South African universities - including students from the previously disadvantaged universities
- Experienced people from the industry who did not follow any form of formal study for some time.

In order to be admitted to the honours courses a student must have achieved an average of 60% in the undergraduate studies. Unfortunately the academic standard among institutions in South Africa is not consistent - a student who obtained 60% at one university will not necessarily achieve the same mark at another university with a higher standard.

Another prerequisite for admission to the honours courses is access to the Internet and e-mail facilities. The reason for this is that all correspondence between students and lecturers should take place via e-mail and all documentation will be provided on the Internet only.

3.3.3 Teaching methods

Students have the choice whether they want to follow the course on-campus or via telematic tuition. On-campus tuition consists of lecture room interaction. Telematic tuition consists of the integration of contact tuition, paper-based distance education and electronic discussions via e-mail or discussion groups. Ten discussions per subject are scheduled for the academic year for the period February to November. Guest lecturers from industry present lectures on

relevant topics. It is expected of all students to prepare themselves properly and to participate actively in the discussions, whether it is on-campus or telematically.

The structure for each lecture/discussion as well as a bibliography is provided beforehand to students on the Department's web site. Except for the study material which students need to purchase, all prescribed journal articles and extracts from textbooks are made available to students via the electronic facilities of the Academic Information Service. URLs to existing articles on the web are also provided to students. It is expected of students to read through the prescribed material and to prepare themselves properly for each lecture/discussion.

It is also expected of students to be in regular electronic contact with their lecturers and to communicate any study problems via e-mail.

Apart from the discussions and less comprehensive assignments, one mini-thesis per subject on an approved topic, must be submitted as well. The final evaluation is a written examination.

Despite all the facilities available to students, it is found that a number of students:

- do not have e-mail or access to Internet facilities;
- do not purchase the prescribed study material;
- do not prepare themselves properly for discussions; and
- do not participate in classroom or electronic discussions.

This causes immense frustration among lecturers who, over and above a heavy workload, put in a great effort to make the material available to students. Students who do prepare themselves properly are also frustrated because they cannot get the full benefit of the discussions.

3.4 Multimedia

The programme in Multimedia started in 1998, and this year the group of students will graduate. In addition to the multimedia-related modules students, students have to take Computer Science up to third year level, Visual Design and a language of their choice up to second year level, and one year courses in Visual Communication and Business Management, as well as a few so-called fundamental modules in Information Literacy, Academic Skills and Research Methodology.

The programme is very popular. In the first year it was offered, 42 students enrolled, and has grown to 75 students in the first year class. However, it seems to be a very difficult course as well, since approximately 50% of students drop out by the middle of the second year. Those that remain are very determined to complete their studies.

3.4.1 Course outline

The multimedia modules offered by the Department of Information Science cover theoretical as well as practical aspects of multimedia. Students study inter alia the following as part of their theoretical work:

- An introduction to Information Science in general, the place of the multimedia developer in the information life cycle, information technology and media studies.
- Multimedia software and hardware.
- The theory, history and application areas of hypermedia and multimedia.
- Information organisation and information architecture.
- Multimedia project development and management.
- The theory and practice of markup languages (HTML, CSS, XML, XSL, SGML).
- Human-computer interaction, interface design and usability engineering.

Details about the curriculum are available at http://is.up.ac.za/multimedia/.

As part of their practical work students have to develop web sites in which they have to indicate that they have mastered all the technologies involved. This includes all basic HTML 4 functionalities and style sheets (CSS), as well as multimedia on the web, such as images (Photoshop), animation (Flash), sound (WaveStudio) and video (Adobe Premier) at first year level. During the second year they do an in-depth study of XML and XSL, as well as ASP and ODBC for web databases and search engines. During their second and third year students also have to do projects in programmes such as Toolbook, Authorware Professional and Macromedia Director, as well as a number of other software packages.

3.4.2 Student profile

Entrance requirements for the programme are fairly high. Computer Studies at school level as well as Mathematics (both at higher grade) are prerequisites. However, a bridging programme, which lengthens the programme from three to four years is available for students that don't comply with the entrance requirements.

The student body is fairly diverset, in that some students are more inclined toward programming, and some more toward the design aspects of multimedia. A fairly high level of computer literacy is assumed at the start of the first year, and basic programming skills in especially Java are assumed at the start of the second year. The practicals of some of the multimedia modules rely very heavily on programming skills acquired in the Computer Science modules. This sometimes causes frustration amongst students (and lecturers), since their progress in acquiring the necessary programming skills sometimes lags behind their progress in the multimedia modules.

Students manage to master the theoretical sections of the multimedia modules fairly easily, but tend to struggle with the practicals. This is mainly due to the fact that students very often lack the ability to integrate their knowledge from modules outside of the Department with what they are taught within the Department. Both their design skills (taught by the Department of Visual Arts in the Visual Design modules) and their programming skills (taught by the Department of Computer Science) are essential for the practical development of multimedia products.

Most students tend to have their own computers with Internet access at home by the end of their first year of study. They also have access to departmental computers facilities, viz a multimedia laboratory with scanners, digital video cameras, video digitising facilities and a sound studio, as well as internet access.

3.4.3 Teaching methods

Teaching in the theoretical aspects of multimedia tends to be a combination of traditional "talk and chalk" and more interactive flexi-learn where students have to take part in discussion classes and do presentations. In the practicals we tend to encourage students to learn through a process of discovery, experimentation and problem solving, rather than trying to teach them "button-press skills". Students are given a very brief introduction to a specific topic, and are then pointed to extensive sources on the web, which they must consult in order to do a specific practica[1] assignment. The rationale behind this is that problem-solving skills and the ability to teach oneself new technologies are essential for survival in the very fast developing field of multimedia and web technologies.

All study guides and project briefs are placed on the departmental intranet. As far as possible all prescribed articles are also placed on the departmental intranet (password protected) once copyright has been cleared. A portal for web technologies is constantly expanded. Students have to submit all practical assignments via the experimental departmental web server.

Communication with students is electronic as far as possible. E-mail to individual students or lecturers occurs quite often, but most e-mail is distributed via listservers to the whole group. There are listservers for each of the three different year groups. Students and lecturers tend to use these listservers very actively. From the lecturers' side they are used to communicate any administrative arrangements that have to be brought to the attention of the class, feedback on tests and assignments, and interesting snippets about developments in the general field of multimedia. Students tend to use the listservers for general correspondence that they perceive affects their whole group, for example discussions about test or examination dates, enquiries about project briefs and general complaints (about, for instance, computer facilities), as well as, occasionally, more "social" correspondence (encouragement before a test, best wishes for a holiday or festive season, etc.). Students have also set up private listservers to which lecturers don't have access.

The teaching methods are in line with the University's policy of education innovation which encourages flexi-learn, student-centered learning and lifelong learning (Brown 1999). Student participation in class discussions and the quality of their presentations are not always on a level we would like. Unfortunately this sometimes results in a return to the "talk and chalk" method of teaching. Motivating students continually to prepare properly for discussion classes and presentations is extremely difficult.

4. Comparison between the honours (Information Science and Library Science) and multimedia programmes

The two web-supported courses are compared regarding course outline, student profile, teaching methods, IT support, AIS support and the attitude of the students. Based on the findings, the necessary recommendations for the improvement of both courses are made.

Table 1: Course outline

Honours (Library and Information Science)	Multimedia
Course content keeps track with the latest developments in the field and market needs in a Southern African context.	Course content keeps track with the latest developments in the field and market needs in a Southern African context.
Course addresses a range from high tech to grass roots levels.	Only high tech is addressed.
Focus is on the narrower fields of Information and Library Science.	Focus is inter- and multi-disciplinary.
Mostly theoretical work, with limited practical exposure.	Approximately equal time is devoted to theory and practicals.
Each elective is a full year course; the full course is one year full-time or two years part-time.	Each elective is a seven week module. The full course is three years full-time. No part-time option is offered.

Table 2: Student profile

Honours (Library and Information Science)	Multimedia
Multi-racial and multi-cultural students.	Multi-racial and multi-cultural students, but predominantly from non-disadvantaged backgrounds.
Diverse academic background and job-related experience.	All students are school leavers.
Entrance requirements fairly high (60%).	High entrance requirements due to Computer Science and Mathematics prerequisites.
Vastly different levels of computer skills.	High level of computer skills.
Limited computer ownership and internet access, often only at the office or at the university.	Usually own computer with internet access at home.
Vastly different levels of communication and writing skills in English and/or Afrikaans since these languages are very often the third (or even fourth) language of the student.	Fairly homogenous levels of communication and writing skills in English and/or Afrikaans.

Table 3: Teaching methods

Honours (Library and Information Science)	**Multimedia**
Outcomes-based.	Outcomes-based.
Lecturer is a facilitator (ideally), but often has to fall back on traditional "talk and chalk".	Lecturer is a facilitator (ideally), but often has to fall back on traditional "talk and chalk".
Deepening of theoretical knowledge, with a possibility of application in a student's own working situation.	Deepening of theoretical knowledge, with a possibility of application in an artificial environment.
Each student's individual working situation determines the level of experiential training.	Experiential training, especially in the practicals.
Distance teaching and/or contact.	Only contact teaching.
Courses are presented only after hours to accommodate working students.	Courses are presented only full-time.
Courses presented only in English, but accommodate Afrikaans speaking students.	Courses presented only in English, but accommodate Afrikaans speaking students.
Many aspects of the course are handled telematically	Many aspects of the course are handled telematically
Flexi-learn is encouraged.	Flexi-learn is encouraged.
Many guest lecturers from industry are involved in presenting lectures in order to combine theory and practice.	Limited number of guest lecturers from industry is involved in presenting lectures.
Regular electronic contact with lecturers is encouraged.	Regular electronic contact with lecturers is encouraged.
Study material is made available electronically.	Study material is made available electronically.

Table 4: IT support

Honours (Library and Information Science)	**Multimedia**
Access to departmental laboratory and telematics laboratory, which is problematical for working students.	Multimedia laboratory to satisfy specific needs.
Students rely heavily on their own company IT support to solve problems.	IT support provided by the University.
Fairly high level of IT support needed by some students.	Limited IT support needed due to high level of computer literacy.

Table 5: AIS support

Honours (Library and Information Science)	**Multimedia**
Very good support from library (AIS) personnel.	Very good support from library (AIS) personnel. However, the support is used minimally.
Electronic availability of information is very good.	Electronic availability of information is very good.
Articles scanned in and made available on AIS servers which could result in a time delay.	Articles scanned in by departmental personnel and made available immediately on departmental servers.

Table 6: Attitude

Honours (Library and Information Science)	**Multimedia**
Students in general fairly enthusiastic. They enjoy the new teaching paradigms that enhance problem-solving and critical thinking skills.	Students in general fairly enthusiastic. They enjoy the new teaching paradigms that enhance problem-solving and critical thinking skills.
Students tend to lack the ability to integrate knowledge and skills obtained from different modules.	Students tend to lack the ability to integrate knowledge and skills obtained from different modules.
Hesitant to use technology due to lack of general exposure at earlier levels.	Eager to experiment with new technologies.
Although all necessary facilities are available, they are under-utilised by most students.	Facilities are well-utilised, and there are many demands to upgrade and provide the latest technologies.
Students don't buy prescribed books.	Students tend to buy (or illegally photocopy) prescribed books.
Students don't prepare properly for discussion classes, although the material is available well in advance.	Depending on workload students tend to prepare fairly well for discussion classes.
Students don't participate in adequately in classroom or electronic discussions.	Students participate in class and electronic discussions.
Lack of proper time planning and management, due to work and family commitments.	Often lack of proper time planning and management, due to student life.

Both courses meet rapidly changing needs of industry and stimulate the development of problem solving skills. Both courses make use of the latest technologies in terms of the course requirements, and receive support from the University's IT services and the AIS. Personnel within the Department are enthusiastic and support all new developments. Teaching methods in the two courses are comparable, and in line with the University's policy of teaching innovation. Lecturers experiment on a regular basis with new teaching methods. Student profiles differ in the two courses due to the nature of the course content and the composition of the student groups. Student attitudes are fairly similar in terms of general attitudes and acceptance of new teaching paradigms. However, there is a vast difference in their attitude towards and acceptance of the place and value of information technology in their curriculum, as well as the role of information technology in their future careers. The multimedia students are much more demanding in terms of being exposed to latest technologies and their expectations from their lecturers. Multimedia students are more exposed to practical work in addition to their theoretical components, and experiential learning forms an essential part of acquiring practical skills.

5. Recommendations

Based on our experience and evaluation of student profiles and attitudes, the following is recommended:

- Research should be done on how to enhance intrinsic and extrinsic motivation, since lack of motivation seems to be the fundamental problem in all cases.
- In the case of the honours the attitude of students towards information technology should be improved by means of *inter alia* -
    - Additional exposure at undergraduate level; and
    - special training sessions for students from other universities, as well as bridging courses for our own students.
- Presenting value-added courses such as time management, study methods, communication and language skills.
- Encouraging lecturers to experiment with problem-solving teaching techniques.
- Encouraging lecturers to have backup plans for innovative teaching methods if students have not prepared properly for a discussion class, so that they do not have to fall back on "chalk and talk".
- Encouraging all lecturers to become more enthusiastic about the use and possibilities of information technology to positively influence the attitude of students.
- Industry participation in lecturing should point out the essential role of information technology for the modern information professional.
- Encouraging independent thinking skills so that students will be able to voice their own opinions - in the classroom situation as well as electronically - based on a solid understanding of the subject matter.
- Encouraging students to integrate and apply knowledge from the various modules and subject areas in order to obtain a holistic view of the environent in which they operate or are going to operate.

6. Conclusion

We accept that many of the problems listed are fairly universal. Some problems, however, are unique to the South African context owing to the inequalities of the past, problems related to second and third language tuition and a lack of a learning culture as a result of the school system.

Some students lack a general commitment to their studies and the intrinsic motivation to complete their studies successfully. Informal discussions with colleagues at other universities in South Africa have confirmed that this is a general phenomenon, also in other fields of study. Commitment or lack of commitment is not race- or gender-dependent. Many students from historically

disadvantaged communities utilise all opportunities presented by the University and the Department, and are committed to their studies.

Even though we have listed a number of serious problems, our students in general perform very well academically, and they are in high demand in industry.

Through the students that are delivered by the Department the vision and mission of the University are fulfilled. Owing to constant curriculum revision based on the latest developments in and needs of industry we stay relevant and our students can meet the requirements of the job market. Our course content and programmes are unique in the Southern African context and compare favourably with the best international schools of Information Science. The Department has recently been reviewed and evaluated by an international panel and we received a very favourable report.

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Creating a state-wide virtual health library: the Michigan experience

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Abstract

The AccessMichigan Electronic Community Health Information Initiative (AMECHII) [http://www.mphi.org/AMECHII/] is a response to a recommendation of the Michigan Information Technology Commission Report, "we recommend improved access to high-quality health care information for all Michigan stakeholders." The desired outcome is ubiquitous and universal access to high-quality, timely, reliable and valid health information for health consumers and practitioners regardless of geographic location in the state, many of whom are currently unserved or under served. This project is truly multi-type-including public, general academic, academic health science, hospital, and special libraries. The objectives include extending the current network infrastructure to serve all libraries and to negotiate state-wide licenses for core and extended electronic collections, including reference materials and serials, recognizing the economic realities in American hospitals and libraries and the need for economic viability of publishers. This pilot project, if successful, will be used as a model for other state-wide information projects. The planning process, which will begin with a comprehensive needs assessment, gap analysis and economic model, will result in the design of a state-wide health information architecture/system design, and will include economic sustainability and new paradigms for library collaboration and federation in the acquisition and distribution of electronic resources over a wide area. AMECHII will also seek international partnerships with developing countries to cooperatively develop an electronic health information infrastructure in those nations, and to seek external funding to do so.

Paper

The seeds for AMECHII were planted with the release of the Michigan Information Technology Commission (MITC) Final Report in September 1998. The leaders of the Michigan Public Health Institute and the Michigan Library Consortium met to prepare a systematic exploration phase. The progress of AccessMichigan serves as a key foundational element for serving the health information (1.) http://www.cyber-state.org. See MITC Final Report and health care agenda. needs of Michigan's residents and stakeholders. In early 1999, the leadership of Cyberstate.Org, the successor to MITC, began participating in the collaboration. In May 1999 a focus group was held with invited experts from hospital and health sciences libraries, administrators of health care organizations, the Michigan Library Consortium and the Library of Michigan. The focus group produced an enthusiastic consensus for beginning the design of an innovative state-of-the-art health information system for Michigan. The initial direction and goals were enhanced by the diversity of representation on the steering committee appointed to spearhead the drive for the AccessMichigan Electronic Community Health Information Initiative (AMECHII). The steering committee met for three all-day meetings and continued its communication electronic electronically.

The exploration phase crystallized the vision and long-term goals for AMECHII. The steering committee assessed trends in the new information environment, the effects of the changes in healthcare, the revitalized importance of life science research to Michigan's future and the array of technological opportunities. Michigan's strong foundational elements were identified systematically through the Michigan Public Health Institute's concerted effort to bring together librarians and information experts from the entire state, representing organizations serving multiple and diverse constituencies. The steering committee established a consensus and made energetic commitments to build an electronic health information system within Michigan of national and global stature.

Vision and Goals

AMECHII's vision is to improve the health and well being of all Michigan residents by building the capacity to organize and deliver high-quality, reliable and valid health and life science information in ways that are cost-effective and without geographic or economic barriers.

AMECHII's goals, drafted in the exploration phase, are to use technology to improve the health and well-being of all Michigan residents by:

- nding and enhancing the AccessMichigan/Michigan Electronic Library by licensing, organizing and delivering comprehensive health and life science information resources;
- Increasing the quality of access to health and life science information resources;
- Increasing Michigan residents' usage of health and life science information resources by providing a gateway to health information;
- Increasing the cost-effectiveness of the delivery of health and life science information throughout Michigan;
- Demonstrating the effectiveness of new collaborative approaches to planning, funding and implementing statewide delivery of health and life science information.

Who Will Benefit?

A Benton Foundation report states that A growing number of policymakers, healthcare providers, and consumers believes information resources hold the key to improving the health care system. These advocates say that judiciously collected and effectively communicated information can help professionals provide better care, turn patients into enlightened consumers of (2.) Benton Foundation. 1999. Networking for Better Health Care: Health Care in the Information Age. http://www.benton.org/Library/health/intro.htm health services, and ultimately enable individuals and communities to address some of the root causes of illness before professional intervention is required.

AMECHII's primary beneficiaries will be Michigan residents - students, clinicians, seniors, scientists, government officials, and all health consumers - regardless of geographic location or socioeconomic status, and all institutions and organizations that serve their health-related needs.

How Will AMECHII Work?

A proposed one-year strategic planning process will delineate the information, health, user and technological needs and challenges, ultimately producing a health information architecture consistent with Michigan's emerging information infrastructure emanating from the achievements of Cyberstate.Org, Michigan Virtual University and other key initiatives. The proposed AMECHII strategic planning process is designed to maximize collaboration and consultation among stakeholders, and includes evaluation protocols to assure that its outcomes support Michigan residents as well as the major existing institutional programs. It will produce a precise information architecture and associated deliverables that will lead to full-scale AMECHII implementation. Members of the exploration phase steering committee reached an initial consensus on the main components likely to form the basis of AMECHII.

AMECHII will consist of four major components:

- ss to major, complete sources of high-quality health information: commercially-produced bibliographic indexes, full-text databases and reference materials, and electronic journals. This category of resources critical to the AMECHII vision, for these are the resources currently accessible to the fewest number of Michigan residents. Today, only the largest academic institutions and corporate environments have electronic access to varying subsets of this category. These resources have experienced explosive growth in both volume and cost. Many publishers/producers offer statewide licensing options that have the potential of widening access appreciably, possibly lowering direct costs, and certainly lowering indirect costs. Using the AccessMichigan model AMECHII will aggressively pursue licensing strategies to obtain terms consistent with its vision and goals.
- Access to online health information, data and expertise. AMECHII will be the entry point, or gateway, to electronic health information resources for a healthier Michigan. AMECHII will build on existing resources to offer all Michigan residents the health information they need, when they need it. This gateway will have links to Internet resources and will have them well-arranged for easy browsing with options for different categories of users and user needs (e.g., age groups, literacy levels, cultural preferences, etc.). The gateway will facilitate a variety of online community activities such as discussion groups and conferencing areas. As technology

continues to develop, AMECHII will explore emerging technologies including video-on-demand, and audio and video capabilities to link consumers with healthcare providers, educators and other sources of knowledge and assistance.

- Access to Educational Programming and Tools: Sustaining communities of users is key to AMECHII's long-term viability and impact. Learning tools and aids to assist users in effectively using AMECHII's resources will be developed as both integral components of the system and possibly as separate tools that can be used independently or in the classroom, integrated with health-related curricula.
- Access to Michigan Health Information: Identifying Michigan health information and data about Michigan health services, expertise, programs and products and making such information easily available is important to both Michigan residents and Michigan's global visibility.

Problem Statement

Most Michigan residents--health professionals and consumers--do not have quick, affordable and easy access to high-quality health information, nor is there an information infrastructure in place that will deliver this information.

Health Challenges and Opportunities

Michigan's health indicators, reported annually by the Michigan Department of Community Health, show marked improvement in health status in some of the key indicators, no change in others, and a movement in the 'wrong' direction for obesity and smoking. With a population of 9.7 million, one in every three Michigan families will face a major illness this year. One of every eight Michigan women will contract breast cancer and Michigan remains among the top five states in cardiac and hypertensive illnesses and obesity. There are many health issues of particular importance to Michigan residents for which substantive, high-quality information is currently difficult to obtain for the individual, the healthcare provider, policymakers, researchers or educators. These include resources applicable to minority health,

toxicological and environmental health issues and public health information pertinent to specific Michigan locations and populations. The breadth of Michigan's health issues and ambitions for life sciences research which can be improved and/or affected positively by AMECHII must be identified, selected and prioritized through extensive collaboration and consultation with a wide range of stakeholders.

Managed care has created the largest change in the U.S. health system in this generation. New economic forces of cost-reduction and competition are causing many systemic changes, including influencing the ways health information is delivered to clinicians and consumers. In some unfortunate instances, hospital libraries have been eliminated entirely or their size and personnel reduced resulting in diminished service. Ironically, the recent attention drawn to the Institute of Medicine report on the number of errors occurring in U.S. hospitals serves to underscore the misfortune inherent in the reduction of library services in the clinical environment. Ready access to data, information and knowledge is assuredly one of several obvious solutions for reducing errors and improving the quality of care.

Information Challenges and Opportunities

The new information environment offers the opportunity to create a system for equitable and unimpeded access for all Michigan residents to health information resources where and when they are needed. This vision recognizes that the system must accurately reflect Michigan residents' needs, expectations, demographics, and geographic and economic obstacles. All potential AMECHII users, including minorities, women and persons of limited resources, should have full access to all programs and services. The costs of access to information, including factors such as the monumentally increased costs of access to the highest quality life sciences information, the gap between the technological (3.) Michigan Department of Community Health. Critical Health Indicators 1998. http://www.mdch.state.mi.us/dch/hlpd/trend.htm
(4.) Kohn L, Corrigan J, Donaldson M., eds. 1999. To Err is Human: Providing a Safer Health System. Washington, D.C: National Academy Press, Institute of Medicine, Committee on Quality of Care in America.
http://www.nap.edu/books/0309068371/html/ 'haves' and 'have-nots' relative to technology ownership and technology literacy alike, are beginning to be better understood.

Michigan's libraries face significant economic challenges, including rapid price escalation of commercially-produced and distributed health and life science information and knowledge, threats to the funding of public libraries, and continuing economic pressures on hospital, academic and corporate libraries to reduce costs. At the same time, there is increased emphasis on, and need for life-long learning, distance education, and demands by library users of all types for more and better information delivered 'to the desktop.'

With the explosive growth of scientific, technical and medical information available in digital formats (as well, with increasing amounts available solely in electronic form), a major paradigm shift is occurring in information delivery methods. Libraries and other institutions are now able to license these electronic products and deliver to user communities distributed over large geographic areas rather than being limited to those within driving distance of the "warehouse of physical objects" - the print library. In order to maximize and equalize the access Michigan residents have to health care information, it is imperative that Michigan move ahead in developing new strategies to take advantage of these shifts. Michigan librarians are poised to do this, and have already begun the process through the development of AccessMichigan, the Michigan Electronic Library, and the other progressive building blocks forming Michigan's existing capabilities.

Technological Challenges and Opportunities

Assessing the technological capabilities and potential of Michigan's vast infrastructure is another exciting challenge for AMECHII. To meet and support AMECHII's goals and vision, collaboration and cooperation among experts in Michigan's private and public sectors must ensue. Assessments of the installed base of devices capable of accessing and utilizing AMECHII, selecting optimal, cost-effective routes for connecting to AMECHII, designing the technology and personnel support structure needed, and understanding the technological literacy levels of Michigan residents are critical factors.

User Access Challenges

The format and presentation modes of information resources present barriers in a number of ways. Information created for the scientist and scholar may also, for one example, be of great importance to individuals, teachers, policymakers

or the range of health workers. Language levels, 'readability,' culturally sensitive and meaningful presentation are all challenges that will be analyzed and integrated into the design of AMECHII.

AMECHII Project Background

The confluence of unprecedented changes in the information and healthcare environments and the rising tide of Michigan residents' expectations for information access have led to this pivotal moment to commence with the AMECHII strategic plan.

A concerted effort will be required to ensure that the information revolution truly produces a health information system that is more effective, equitable and capable of responding to the following expectations and needs:

- Consistently reliable, scientifically sound and unbiased information sources.
- Trusted gateways to quality information, unaffected by commercial pressures.
- Mechanisms to promote user education and increased information literacy in the service of enabling informed choice.
- Capabilities to deliver information, in effective formats, to the point of decision-making need for both consumers and healthcare providers.
- Enhancement of the consumer-provider relationship to increase shared decision-making.
- Equity in access including reaching disadvantaged persons.
- Community-focused resources that bring together the knowledge and expertise of the medical model and public health practices and needs.

Rising Expectations of Michigan Residents

Michigan is well on the way to being a leading "information" state. Substantial improvements in the individual's capacity to access information through the state's technological infrastructure have been made. In the most recent survey, reported in December 1999 , 61% of the adults surveyed had used the Internet (with 74% using it at least weekly); this represented a 9% increase from 1998. Sixty-four percent owned at least one computer. Remarkably, only 8% of the respondents had no computer available to them. Michigan ranks 9th among the 50 states in the use of online information technologies by state government, a measure of the fact that Michigan's government is embracing the shift to an information-based economy dependent on digital technologies .

The increases in Internet access in Michigan are appreciable. The proposed AMECHII strategic planning process is needed to project the capabilities of the current access infrastructure and to match them with projections of the needs expressed by stakeholders and residents. Such needs extend to reading full-text publications, viewing images or video, or using telemedicine applications such as those supporting home-based health care.

Stakeholder Identification and Analysis

AMECHII systematically and inclusively identifies key stakeholders in Michigan. This process will provide AMECHII planners with a map of stakeholders, their constituencies (potential user populations), interests and needs so that stakeholders can be represented and throughout the strategic planning process. AMECHII will serve multiple constituencies.

AMECHII will design a system that eliminates administrative, technological, and network redundancies with stakeholders appropriately and vigorously engaged. The objective of stakeholder analysis will be to identify the diversity of stakeholders that can be engaged in and served by AMECHII. This will include strengthening relationships with underserved and low-income populations as well as initiating relationships with Michigan's business and industrial communities. The following are general categories of stakeholders:

- Business and industry in the life, pharmaceutical and health sciences
- Business and industry having a stake in the health of their employees and communities
- Health care providers
- Higher education
- Libraries of all types
- Health care consumers
- State government
- Public and private technology sectors

AMECHII Strategic Planning Phase

The strategic planning process will consist of the following elements:

- Stakeholder Identification and Analysis
- Planning Process Project Administration
- Planning Process Workplan/Timeline
  (5.) Information Technology in Michigan: Adult and Teen Survey Report, sponsored by Cyberstate.Org, http://www.cyber-state.org/adult_teen_survey.pdf
  (6.) Progressive Policy Institute, Technology Project, http://207.158.225.143/states/michigan.html
- Planning Process Budget and Methods
- The AMECHII Communications and Dissemination Process
- Development of the AMECHII Project Plan

AMECHII will utilize a strategic planning model that includes a steering committee with subordinate planning teams and a stakeholder advisory committee. The steering committee will be responsible for oversight, coordination of the strategic planning process, and the communications process. Planning teams will be responsible for each deliverable. The steering committee will draft the deliverables for review by the advisory committee.

Development of the AMECHII Project Plan: Five Deliverables

The strategic planning process will produce the blueprints for implementing governance and collaborative structures capable of assuring its successful development. The exploration phase has produced initial assessments and identification of technological and societal trends. When AMECHII moves into the implementation phase, these assessments and trends will be validated or modified. Each deliverable of the strategic planning process will include:

- A new statewide health information architecture and services, including content and delivery
- Formation of a funding partners coalition, with matching components with specific funder goals and objectives, and development of new economic models for ongoing financial support of the stated information architecture

- Outcome-related goals and objectives
- Outcome measures associated with these objectives
- Priorities for implementation with accountability measures including costs, outputs, results and benefits.

AMECHII Strategic Business Plan

The strategic business plan will recommend an AMECHII governance structure optimized according to AMECHII's concern for collaboration, inclusiveness and strategic partnerships; the plan will define the requirements for AMECHII management, support personnel and processes (e.g, training and education) which will assure evolutionary growth and the ability to sustain the AMECHII community of users. The business plan will be designed so that it will be attractive to potential funding sources in the public and private sectors alike. Creation of a recommended funding plan with a number of alternative strategies will be an essential component of the business plan. Exploration of sponsorship and a variety of different partnership models will be thoroughly explored.

The plan will define measures of success during the implementation phase; it will also delineate the methods for track progress and reporting results. Successful models of governance, management and funding will be reviewed and adapted.

AMECHII Strategic Technology Plan

Due to the rapidly changing nature of all technological capabilities, the AMECHII technology plan will be strategic rather than operational.

The technology plan will include:

- Leveraging Michigan's "high tech" infrastructure and technical personnel;
- Selecting technical platforms and tools that can be readily obtained, trained and maintained;
- Increasing the accessibility of health information for diverse populations.

The plan will include baseline and ongoing assessments, of Michigan's installed base of information networks and computers, and their adequacy to support the AMECHII vision; and assessment of the technical support services needed by Michigan residents. The environment external to Michigan will continue to be scanned during the development of the strategic technology plan.

Biography:

Harvey Brenneise, MSLS, MA, is library director at the Michigan Public Health Institute in Okemos, Michigan, where he is developing the Michigan Community Health Electronic Library for the Michigan Department of Community Health. Prior to that he was systems librarian at Andrews University.

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A new classification for the literature of religion

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Abstract

The paper examines general problems in the classification of religious literature, such as the evident Christian bias of existing systems, the proliferation of specialized vocabulary, and the variation in understanding of the meaning of terms between different religions and cultures. The capacity of a facet structured classification to deal with some of these problems is considered, and the newly revised. Class 2 of the UDC is presented, with examples of schedules, and practical implementation.

Paper

Classification of religion in the major general schemes of classification

The subject of religion is dealt with in detail in all of the major general systems of library classification. In every one it is accorded main class status, often collocated with the main class for Philosophy, and includes, or is proximate to, related subjects such as Ethics, the Occult and Mysticism. In the Bibliographic Classification it is regarded as a social science, and this perhaps the nearest understanding of the class as it is presented here.

As in all recent revisions of the UDC, this class draws heavily upon the Bliss Bibliographic Classification 2nd edition for both structure and vocabulary. It

also represents a modification of the proposal for the revision of Class 2 published in the 1993 volume of Extensions and Corrections to the UDC. While the latter constituted a considerable advance on the existing UDC, both in the introduction of a faceted structure, and in its attempts to correct the very considerable Roman Catholic bias, it overall lacked rigour in the facet analysis and still demonstrated some evident leaning toward Christianity. The version now developed addresses both of those criticisms, and offers a more radical and a more even treatment of the world's religions.

The problem of bias in the classification of religion

A major difficulty in constructing a classification for religious literature is that of avoiding bias (whether real or apparent) toward some specific religion or denomination. In some cases this is unavoidable, and not necessarily undesirable; for example the major 'general-special' published classification for theological books, the New York Union Theological Seminary Classification exhibits a strong Roman Catholic bias - but it is a classification for a Roman Catholic collection and tailored to its content. However, a scheme intended for universal application should be as far as possible free of such imbalance and steps must be taken to eliminate it.
Bias occurs, or is perceived to occur, in three main areas:

- an illogical order, or distribution of notation, that causes one system to appear as dominant
- use of vocabulary that has a strong flavour of one system or is special to that system
- inadequate provision of detail other than for the 'favoured' religion

The classification of religions and faiths

Fundamental to a classification of religious literature is the classification of religions and religious systems themselves. There are numerous different criteria for inclusion and for the arrangement of systems, all of which fall short of the ideal to some degree.
Sociological classifications may base arrangement on demographic criteria, but this is rejected as a principle here, since the statistical evidence for numbers of adherents can be unreliable or inclusion criteria inconsistent.

The approach adopted by most schemes of documentary classification is some variant on chronological order of appearance, combined with 'philosophical' association, so that, for example Indic religions or the monotheistic faiths appear contiguous. A major problem arises in the 20th century when a number of 'new' religious movements appear, young in years but old in their theological provenance. Accordingly, those religions that are clearly developed from an older faith are placed alongside that faith; those that represent a substantial move away from any other belief system, or are predominately original in nature are regarded as independent.

There is no concept of value or priority attached to the order of faiths; each is regarded as having equivalent status, even where this is not reflected notationally. The UDC notation is normally expressive of hierarchical structure, and can be seen to imply subordinate or lower status of a topic with a longer classmark. This is not the case here. Because of the large number of religions included it is not possible to give each one a short class number. The 'big five' faiths (Hinduism, Buddhism, Judaism, Christianity and Islam) are allocated two figure classmarks; others may be given longer notations.

Theoretical problems of classification in religion: terminology

Perceived bias towards a particular system can occur as a result of the vocabulary employed. However the subject matter of the class is handled, a particular natural language has to be used to express it, and this language will inevitably have cultural associations which are to some extent linked to a particular faith. In the case of the modern European languages in which most international business in information is conducted, this background faith is Christianity. The words used for religious concepts in French, English, German or Spanish are words for Christian ideas, and it is virtually impossible to find neutral alternatives.

Awareness of the problem goes some way to addressing it, but it is hard to correct the bias without becoming very 'wordy' and substituting descriptions of concepts for the terms themselves. By introducing into the schedule excessive amounts of supplementary text in the form of scope notes, definitions and explanations, or creating entries that are unmanageable from the point of view of the alphabetical index, new problems are substituted for the old ones, and one is no further forward.

Indicating the 'equivalence' of concepts from different cultures can effect a moderately successful compromise. While there is no absolute correspondence in meaning between the Buddhist idea of Bodhisattva and the Christian concept of sainthood, they do occupy the same conceptual niche in their respective faiths; for practical purposes in classification they can be regarded as equivalent in meaning. This understanding of the variability of concepts underlies the 'clustering' of associated (though not necessarily identical) ideas at a particular location. In this way the notation can be used as a switching language between cultural ideas in the same way that it is used as an inter-lingual switching device, or as a standard between indexing systems.

Correcting bias using facet analytical techniques

Facet analysis is a powerful tool for determining the conceptual structure and managing the vocabulary of a subject. It is also effective in establishing the co-ordinate status of all the members of a facet, and in providing equal levels of detailed subdivision for each (through the medium of systematic construction of compound classmarks).

Amongst the Humanities, religion is particularly suitable for facet analysis. The vocabulary lends itself well to categorization, and the facet structure is evident, with a clear preferred citation order. The principal facets, given in inverted schedule order are as follows:

Religion
(Theory and philosophy)
Religious concepts. Theological ideas.
Religious belief
(Evidences of religion). Sacred books. Scriptures
(Agents) Persons in the subject
(Operations)
Social customs and practice. Social theology
Ritual practice and observance
(Processes)
(Internal processes)

Development
Decline
(External processes)
Inter-faith relations
(Parts)
(Structure of religions)
Religious hierarchy and governance
Religious law
Religious organizations. Associations
Orders
Sects and movements
(Kinds)
(Religions by various characteristics)
Orthodox
Liberal
(Systems). Specific religions and faiths

The new Religion class in UDC

The most recent revision of Class 2 exhibits the logical structure outlined above. The main schedule will consist of the enumeration of the systems facet i.e. the listing of the world's faiths. Other facets will be contained in a single special auxiliary schedule for use throughout the class.

The notation used in the proposal of 1993 proved not operationally feasible in terms of consistency of filing order, and was in any event not altogether easy to apply. A single facet indicator (the hyphen), which is used to introduce all of the terms in the auxiliary, therefore replaces it.

Although examples are not frequently encountered, UDC allows two or more terms from a special auxiliary schedule to be added in sequence to a main class number. Where the special auxiliary represents the whole vocabulary of the subject (apart from the principal facet) as is the case here, the special auxiliary can act as a faceted, inverted and retroactively applicable classification scheme for that subject.

When more than one term is compounded with a given religious system, the terms are added in reverse schedule order, (descending numerical order), to maintain the implicit citation order.

Examples of synthesis(using provisional notation):

- Judaism 27 + circumcision -531 + interpretation of Torah -26 = **27-531-26**
- Hinduism 23 + monastic orders -77 + celibacy -452 = **23-77-452**
- Sikhism 235 + feasts and festivals -56 + food rites and customs -422 = **235-56-422**
- Assyrian religion 252.3 + New Year festival -563 + ritual drama -527 + texts -2 = **252.3-563-527-2**
- Anglican church 283 + synod -73 + attitudes to marriage -46 = **283-73-46**

It is quite clear that the notation used in this way achieves a high degree of specificity with relatively short classmarks.

For works which deal with topics from the auxiliary schedule in a general or comparative way (i.e. where there are several faiths considered, or none in particular) the hyphen subdivisions should be added directly to the base number

2 (e.g. Mysticism 2-58, Religious ethics 2-41).

In order to give guidance on the application of this innovative use of notation, and in the handling of the very many cases of system specific vocabulary, many more examples of combination will be given in the published schedules for Class 2 than is normal practice in UDC. It is hoped that this too, in demonstrating the synthetic capacity of the system, and indicating the great potential for the generation of compound concepts, will confirm the efforts made to eradicate religious and cultural bias in the new class.

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Reaching out through a mobile library

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Paper

1. Introduction

Educated manpower is one of the most crucial needs of any country. In developing countries where there is frequently a shortage of physical, and skilled manpower may be even more crucial. Thailand has emphasized manpower development from the First National Plan. To date the Development Plans have not been very successful because Thailand still face poverty, ill health, and literacy problems of its population.

Due to the fact that the majority of its population, over 85%, is living in rural areas, the main occupation of the rural people is agriculture, and the average income of these people is still very low. The experts have pinpointed that illiteracy is one of primary causes of these problems especially in rural and low economic communities.

In order to increase the living standards of the rural dwellers, the government of Thailand has as its goals, the promotion of education, and the eradication of illiteracy. Information is considered a means to solve the mentioned problems. To fulfill the goals, various organizations and agencies are responsible for carrying out the Thai government policy. There are the Department of Non-Formal Education, Ministry of Education; the Community Development

Department, Ministry of Interior, The National Security Command, Ministry of Defense; and some universities and private organizations. Among these, the Department of Non-formal Education takes a leading role.

2. Mobile libraries

2.1 Clarification

The term "mobile library" may be considered as all travelling or movable library activities in any formats such as large enclosed trucks or vans or large motor vehicles equipped with shelves and a staff enclosure to visit rural districts or remote areas where there is no other library service at specific times on a certain day or days of the week. The libraries may choose their books from the shelves to extend to villages, and isolates farms and houses.

2.2 Justification

Librarianship is a profession that is associated with service, it is the moral and ethical ramifications of this service that make a profession not just a career but a calling, a calling to social responsibility. At present, all libraries are showing a good deal of interest in social responsibility. They become active in adult literacy at local and national levels. They share their resources and services to support education and lifelong learning particularly in productive training for citizenship; to help people make intelligent decisions and lead to more enlightened lives.

The concern for a quality society is another major issue of the day. More and more people are becoming actively involved with the problems. The concept of public education for every citizen leads to inexorably to the democratization of education and direct responses to community needs.

So most libraries are taking an additional role to reach all those who are not normal library patrons, to build socially oriented information systems, and to provide challenging materials. Mobile libraries become a means of this role.

2.3 Types of a mobile library

There are various forms of mobile libraries in Thailand depending on the circumstances of the sites to be served. A horse-cart, engine boats, motorcycles, or book vans and the like have been used to carry books, reading materials, and audio-visual materials in packages, boxes, or bags to schools, factories, hospitals, hotels, temples, train stations, and the village reading centers.

The following are examples of mobile libraries operated in Thailand especially those operated by the Department of Non-formal Education. Some are from other institutions such as universities and library schools.

Mobile Train Library

Responsible Agency
Informal Education Promotion Center, Department of Non-Formal Education, Ministry of Education

Background

The Ministry of Education in the present Government has concrete policy to develop education in such a way that learns has virtue and ability to learn through their whole lives in a happy manner by themselves. This viewpoint is consistent with the principle of the 1997 Constitution of the Thai Kingdom which is regarded as a step to significant educational re-engineering of our country.

Since quite a number of Thai people still lack educational opportunities to attend formal schooling systems even though the government sectors have made a lot of efforts to conduct education programs in various ways to all people throughout the country as much as they can. However, it is unlikely for self-learning access of people in remote areas even if they are eager to learn. In addition, we can not deny that most Thai people still lack reading habits. That is - they have neither been encouraged nor trained to read and search for knowledge by themselves since childhood. All of these factors inevitably obstruct their learning development to ultimate goals, resulting in solving national problems like economic crisis which our country is confronting with.

It is necessary to develop the models of service on reading promotion, obtaining information and self-learning of people in various methods suitable to the target groups. Available resources must be utilized in an uttermost way for people are learning. The mobile train library is then considered another model of informal education activity which can considerably respond to the above mentioned intentions.

Objectives

1. To expand learning opportunities and create reading habits of people of all walks of life thoroughly.

2. To promote people to spend their time during the train trips in a useful, and enjoyable manner by reading various kinds of books in the train library.

3. To originate a new learning model which creates proper atmospheres and surroundings responding to the needs of target groups.

Target Groups

1. Commuters of Railway Authority of Thailand at platforms and on the trains

2. Children, pupils, students and people settled nearby railway stations or junctions where train compartments can be parked for giving services.

Type of Services

1. **Open libraries**: They are organized for train commuters at platforms. At the beginning about 5-10 open libraries will be established as a pilot project with the cooperation between provincial or district non-formal education centers and target railway stations. Activities undertaken in the Open libraries are as follows.

    I. Provide commuters with books and other kinds of printed materials donated and supported by various organizations such as Office of the Narcotics Control Board, Ministry of Public Health, Ministry of Agriculture and Cooperative and Ministry of Labor and Social Welfare.

II. Set up information bulletin boards or exhibitions on issues relating with target groups. Examples are health, labor laws, culture, traditions or vocational guidance, etc.

III. Present broadcasting or video programs on education and entertainment.

IV. Demonstrate entrepreneurial courses or interest group markets at the prime time.

V. Organize groups discussing issues they are interested in such as dangers in cities, job applications, etc.

VI. Conduct other appropriate activities.

2. **Book shelves**: The Railway State Authority of Thailand has designed, built and installed book shelves on the racks of ordinary and rapid train compartments. The Department of Non-Formal Education will invite private sectors to provide donated books for the RSAT. At the beginning, this project will be launched at 3 routes, namely the south, north and northeast.

3. **Mobile train libraries**: Unused train compartments but still in good condition are decorated as mobile libraries and learning centers that resemble library vans. There are various learning activities available in the compartments such as books, audio-visual aids, exhibitions, learning groups, and reading promotion activities. At the beginning, two mobile train libraries will be launched in the northern and northeastern routes.

   Each mobile train library compartment connected with a large train is parked at a target railway station to serve people living along both sides of the rails for 1-2 days. Then it will keep on moving to next railway station until it returns to the same route. There will be 2 volunteer teachers (temporary employees) on duty for each time with the cooperation and support from the provincial and district non-formal education centers in the vicinity.

Project Duration
Since September 1999

Concerned Organizations

1. Railway State Authority of Thailand
2. Foundations
3. Private sectors

Expected Outcomes

1. Children and youths as well as train commuters will spend their leisure during the train trips in a beneficial manner.

2. Mobile train libraries' target groups will have more reading habits.

3. Mobile train libraries' target groups will apply knowledge gained from reading as a fundamental to analyze various matters more reasonably.

Mobile Bus Library

Background

As we have already known that the main purpose of the Department of Non-Formal Education is to promote formal schooling system and provide non-formal and informal education. Informal Education Promotion Center is a DNFE's division that conducts various kinds of informal education activities for people of all walks of life. This also includes mobile bus libraries that play a major role to create and develop learning skills to children, youths and public. They provide numerous types of learning materials such as printed, artificial, and exhibition materials, textbooks, non-formal education learning packages and electronic materials to community people particularly to those living in slum areas and to less developed communities in Bangkok. Moreover, the mobile bus libraries ran assist people to keep pace with today's necessarily fundamental knowledge. This includes family education, health, democracy, environmental education, daily life basic laws and entertainment news. Several types of learning activities are organized in the mobile bus libraries as well.

Objectives

1. To organize learning activities and encourage children, youths and general public to acquire their knowledge from various types of learning materials.

2. To upgrade the quality of life of the disadvantaged children, youths and people in slum areas, in small enterprises and in construction sites within Bangkok.

Implementation

1. Seek a distribution from the Bangkok Mass Transit Authority for 3 good conditioned- commuter buses which are not in used now.

2. Repair the buses by painting and redecorating them in such a way that they can be used as a learning center with learning atmosphere by sticking mottoes about reading promotion and creation of reading habits.

3. Provide the Public with printed and electronics learning materials by getting financial support from the government budget and initiate books and learning materials donation program to receive distribution from general people, firms, private sectors and publishing houses for giving service in the mobile bus libraries.

4. Cooperate with private sectors, companies, general people and as well as those who would like to have participation in promoting and supporting reading habits of children, youths and people to donate educational equipment including bookshelves, television sets, video, and audio tape recorders, computers, etc.

5. Supply teaching and learning materials for decorating each of the five commuter-buses suitably with its specific target groups as follows :

   Buses No.1-2 are decorated for serving children, youths and general public living in slum areas, in construction sites and in other foundations.

   Materials and activities

1. Printed materials: These include books served for specific target groups such as books creating intelligence and various skills to children, cartoons, books about drugs, literatures. Translated stories, texts on occupations, family education, handicrafts, recipes, etc. Mobile library members can borrow all of these printed materials to read at home.

2. Electronics materials: These consist of video presentation on general documentaries about drugs, AIDS, and occupations while the Thaicom satellite programs suitable to the specific target group present games increasing children's and youths' intelligence on English, Thai and mathematics.

3. Educational toys: These are games, jigsaws, storytelling games and puppets.

4. Exhibitions on AIDS, drugs, election, occupations, etc.

5. Giving guidance services on education and occupations.

Buses No.3-4 are decorated for serving non-formal education learners at their group meeting places e.g. schools, temples, firms, enterprises, etc.

Materials and activities

1. Printed materials: These include books served for specific target groups such as non-formal education learning packages, supplementary books of various subjects, books for entertainment, e.g. short stories, fictions, translated stories, books about occupations, democracy, family education and public health.

2. Electronics materials: These include learning materials from CAI package which enable learners to test their own knowledge by themselves and video programs presenting various subjects at all levels.

3. Exhibitions on AIDS, drugs, elections, occupations, etc. Sometimes there will be resource persons to give specific knowledge.

4. Giving guidance services on further studies and occupations.

Bus No 5 is decorated for serving general public in parks.

Materials and activities

1. Printed materials: These are books about health, exercise, meditation, diet selection, sports, how to spend free time usefully and books concerning academics and entertainment.

2. Movable materials used for exercise: These are drumbeats, rubber loops, badminton, chess, etc.

3. Electronics materials: These are video programs on various kinds and ways of exercises.

4. Invite resource persons from Ministry of Health to give lectures and display exhibitions to NFE personnel on proper ways of

getting exercises, and taking care of one's health.

Mobile Floating Library

Responsible Agency
Informal Education Promotion Center, Department of Non-Formal Education, Ministry of Education, Thailand

Background
Informal education plays a crucial role for life long education promotion. However, all activities carried out by the government have recently not been distinctively fruitful because learners are not yet encouraged to develop and practice learning by themselves which is regarded as the core of education. Hence, we must encourage learners to learn practical tennis by letting them assimilate their knowledge with real life situations. This will assist learners to find out proper ways to learn by themselves, analyze and understand problems they confront and get in touch from direct experiences generating new mode of learning.

Mobile floating libraries can provide learning activities for people living on both river banks with numerous types of learning materials available in the mobile floating libraries such as books, video tapes, computers, exhibitions, etc. They can also learn from direct experiences by contacting with real situations that take place in main rivers such as the Chao Phraya. This makes learners have common sense towards environment conservation, love and be proud of the civilization of the rivers influencing upon their lives and eagerly take part in the conservation and rehabilitation of watery natural resources and environments, which is consistent with the 1997 Constitution of Thai Kingdom, Articles 56 and 69 that state as follows:

> "...Individuals are entitled to participate in the government policy and their communities to observe natural resources and environments and utilize the natural resources for their living happily and continuously..."

Objectives

1. Expand services on reading promotion activities and learning from various types of materials to people living nearby rivers to use services conveniently and thoroughly.

2. Conduct learning experiences from real life situations concerning the civilization of rivers and watery environments to people of all walks of life in order to make them aware of imminent problems and take part in the conservation of natural resources.

Quantitative Goals

1. Learning materials and curriculum
    I. Provide at least 5,000 books for circulation in each mobile boat library
    II. Set up at least 100 tapes of video programs and other supplementary learning materials suitable with learners' needs and interests.
    III. Conduct teaching and learning curriculum or training at least on three topics of the followings:
        a. The civilization of waters
        b. Problems of watery environments

c. Conservation of watery resources
d. Environmental conservation volunteers
e. Guides and river tours

2. Target groups
   I. Pupils, students and general public
   II. People living nearby the Chao Phraya River and others
   III. Underprivileged children and youths at least 20,000 people are served annually.

3. Services
   I. Giving services at least 5 days a week.
   II. Lending members books and other reading materials.
   III. Providing education or training programs of various curriculum.

Qualitative Goals

1. Target groups settled down along or beyond the Choa Phraya river areas and others in remote areas will have more opportunity to access services from the mobile floating library in a suitable manner.

2. The learning model of watery civilization and resource conservation will be developed to an effective learning process resulting in real practice.

Models of Services

1. Mobile floating library: It is served as a general public library where its users can read, apply for library membership and borrow books to read outside the library for 7-21 days. The mobile floating library provides library services for people in the boat and on the lands at some appropriate places such as temples, community areas, etc.

2. It is conducted as a floating classroom for a short course of 4-6 hours, where 40-100 earners can be served at a time with teaching and learning activities or trainings according to various curricula. There will be evaluation and presentation of diplomas or certificates.

Project Implementation

1. Preparation
   I. Repair and decorate three boats, namely Nang Noppamas, Naval Transportation Department's boat No1215 and Maharaj in such a way that they are in good condition and ready to give services.
   II. Provide learning materials as targeted.
   III. Develop learning and teaching syllabuses or training courses.
   IV. Prepare a dock for parking mobile floating libraries where activities and services can be carried out suitably for the target groups.
   V. Set up competent personnel to run the project comprising academics, resource persons, trainers, audio-visual staffs, library officials, mechanics and sailors.

2. Implementation
   I. Disseminate mobile floating library activities.
   II. Cooperate with governmental, private and business sectors for seeking help and financial support for the project.
   III. Coordinate a work-plan with other sectors such as educational institutions, private organizations, temples and communities for

planning service schedules.
IV. Implement the work-plan.

3. Evaluation
   I. Write down a daily report and make a weekly report about implementation results in order to conclude a monthly service report.
   II. Conduct an evaluation of the implementation every 4 months.
   III. Make a conclusion and evaluate the project annually.

Related Agencies

1. Royal Thai Navy Force
2. Social and Economic Policies Institute
3. National Library
4. Governmental, private and business organizations and foundations

Budget Allocation

1. Budget allocation for public libraries and learning networks
   I. Repair cost for 3 boats
   II. Reading materials cost
   III. Implementation cost
2. Supplementary budget support from foundations and private sectors for equipment and boat decorations

Expected Outcomes

1. People settled down along the Chao Phraya River will have a reading habit and be fond of learning by themselves increasingly.
2. The DNFE will obtain an appropriate mode of foaming activities concerning wat civilization and resource conservation.
3. Public networks for natural resource conservation will be created concretely.

2.4 Book Mobiles Operated by Universities and library schools

There are quite a few numbers of projects known as community information services offered by the universlty. The main reason to offer the services is due to the mission of the university. One mission of all universities in Thailand is to provide their services to the community. They consider that people living in the community are taxpayers who deserve supports from the universities as well. So university libraries carry out the university mission by extending their services to the community through mobile libraries..

Following are mobile libraries projects operated by the university and library schools.

Mobile Library Services for the Hill Tribe Community Project offered by the Chiang Mai University Library.

This project aims to assist the hill tribe in speaking, reading and writing Thai language which would help them toward better understanding and good attitude on Thai national identity as we as to upgrade their living standard. The Central Library operates the mobile library service to 2 destinations at Doi Inthanon and Doi Angkang once a week. The activities include reading promotion, story

telling, puppet show, slide show, movie show, and games.

Book Mobile Project offered by the Department of Library and Information, Chiang Mai University.

This project provides reading materials and reading promotion activities to primary schools in Chiang Mai district and well as other surrounding districts such as Mae Rim, Mae Taeng, Chiang Dao, San Kampaeng, and Hang Dong. This projected started in 1989.

Book Mobile Program offered by the Department of Library and Information Science, Khon Kaen University

The program has been carried out for more than 15 years with the aims to promote reading habits and to provide reading materials to rural children in the Northeastern Thailand.

The Portable Libraries Project by the Department of Library and Information Science, Srinakharinwirot University Prasarnmitr

This project aims to provide young people in rural areas of Thailand, who have virtually no access to books, with information and interesting reading materials. The Portable Library consists of a compact book box, which is used for transportation, as a display shelf and storage container. About 100 books can be packed in a box. A brief guide on how to use the books and the box is provided together with an evaluation sheet. The books and boxes are funded by donation from individuals and organizations.

Book for Children - Project offered by Srinakharinwirot University in Bangkok

This project has as its goals the selection and distribution of recreation books of quality to libraries in rural communities and schools lacking in financial support. The project activities and programs are developed in cooperation with local groups, such as educational institutions, associations and charity groups. The "Children's Literature Show Case" was launched to be a companion project to the Books for Children Project. The activities include a display of children books from various publishing houses sales of books at reduced prices, and reading promotion activity.

The Traveling Exhibition of Books for Young Readers: an outreach activity conducted by the Central Library, Srinakarinwirot University, Bangkok

The Central Library, being a member of the UNESCO Network of Associated Libraries (UNAL),initiated this outreach service. Books on international understanding, peace, environment and other world concerns are displayed, story-told, dramatized and offered for wide reading to children in the rural areas. Books are displayed in pockets (similar to shoe-bag racks). The pockets are made of cloth or fertilizer bags in different sizes and can be folded to a hand-carry size. They are light but strong and flexible for displays in various settings-hung along walls, corridor, fences and between trees. A 2x2 meter rack can display 100-150 books and twice the number when both sides are used. Workshops are arranged for teachers, librarians and volunteers on how to make books come alive. A set of books contained in the Traveling Exhibition is left with the school for use in the library or for rotating among several school libraries.

Knowledge for Kids Project offered by the Office of Documentation and Information, Sukhothai Thammathirat Open University (STOU)

The project has been run since 1987 by the Office of Documentation and Information to promote reading habits among children. At the beginning, selected children books were purchased and distributed to the primary schools within the University's neighborhood. Later, the project was further developed. More books are funded and donated by STOU staff members. Today, portable boxes containing selected books and games are left with and rotated among different schools. Most of them are schools where students lack reading opportunities such as disadvantage children and orphan schools and primary schools in remote rural areas. The project has proved to be popular with the children.

Information to Rural Children offered by the Academic Resource Center and the Department of Library and Information Science, Mahasarakhaam University

The Academic Resource Center in cooperation with The Department of LIS has organized a mobile library service for children and youths in rural areas. This project started in 1981 as a Summer Program for Children, and as Toward Rural Children in 1985. At present, this project extends its services to all age groups in rural communities in Northeastern Thailand. The main purposes of project are:

- to ensure permanent literacy among primary school pupils and semi-literate adults
- to promote reading habits among children and adults in the rural communities to increase the quality of life
- to provide access to information and technology which are relevant and useful to rural living
- to increase children's and adults' appreciation of local cultural identities
- to increase the spirit of community living and cooperation among children and adults

Contents and Activities
Acaptivities are divided into 2 sessions. The morning session is divided into groups of individual subjects, the afternoon session deals with general activities such as songs and games, demonstration, and puppet shows.

The following is a list of subject areas covered by each group.

Group 1 : Literature
Examples of activities were 1) story telling utilizing pictures, children's books and ropes, 2) story telling competition by school children in the targeted clusters, 3) circulation of children and easy books.

Group2 : Geography
Examples of activities were 1, "Soi-dao" (Word rearranged from cut-outs): 2) telling stories related to geography, travel, forestry and natural resources: 3) map reading: 4) display of various means of transportation: 5) sentence-forming games and songs.

Group 3 : Democracy
Examples of activities were 1) puppet show entitled "Living Together in A Democracy Society": 2) story telling with puppetry and children's books: 3) answering question from books: role-playing for children and adults using themes related to democracy: 5) singing contests using songs related to

democracy: 6) displays of knowledge and information on democracy.

Group 4 : History
Examples of activities were 1) story telling: 2) picture-connecting games requiring participants to read information on the back of each picture: 3) singing related to history using handouts: 4) painting and coloring pictures of important historical figures: 5) picture-guessing games using portraits of historical figures and cultural scenes: 6) exhibition and displays depicting Isan traditions.

Group 5 : Mathematics
Examples of activities were 1) arithmetic songs using either a tape recorder or handouts; 2) mathematics games such as little tiger's adventure, mysterious circles. Money card connecting, picture connecting, basic number counting practice: 3) math quizzes; 4) mathematical instrument displays.

Group 6 : Language
Examples of activities were 1) games: 2) word rhyme connecting: 3) synonym connecting: synonym matching: 5) word guessing games using picture puzzles: 6) action singing: 7) "What's the Missing Letter?" : a word game: 8) distribution of Children's books for later story sharing.

Group 7 : Home-economics
Examples of activities were 1) a demonstration on how to make soybean milk; 2)a demonstration on how to make drink form Takrai (lemon grass); 3) hints and suggestions on how to preserve food.

Group 8 : Audio-visual Materials and Equipment
Examples of activities were 1) preview a cartoon movie entitled "Superman IV" with scripts: slides on the development of various types of technology: 3) games: 4) quizzes on information technologies: 5) exhibition on technologies with written explanations: 6) reading instructions how to use household appliance.

Group 9 : Music
Examples of activities were 1) display of pictures and information on musical instruments: reading about various types of music: 3) playing Isan musical instruments: Ponglang, Kan, etc: singing competition: 5) distribution of reading materials on music and musical instruments for later question-anwere activities.

Group 10 : Arts
Examples of activities were 1) exhibition on printing from natural materials and making handicrafts from used materials; 2) story re-telling of "The Joy of Learning" and "Uncle Teng"; 3) circulation of books on arts; 4) practicing on "Creative Ideas for Handicraft Making" using vegetables and fruits; 5) drawing and coloring pictures; 6) Japanese paper folding (Origami) following the instructions.

Group 11 : Songs and Games
Examples of activities were 1) word games; 2) question-answer games based on information from books distributed; 3) Mon-Son-Pa Game (An Isan Hide and Seek Game); 4) The Acid Sea Game; 5) the Horseback Riding Game; 6) the Rafting Game; 7) the Commander Game; 8) Pantomime based on songs.

Group 12 : Buddhism
Examples of activities were 1) re-arranging words to make religious proverbs; 2) riddles on Isan tradition; 3) quizzes on Buddhism (participants with correct answers to at least ten questions will be rewarded with jackpot throwing; 4) singing along with provided scripts; 5) drawing pictures on various aspects of Buddhism from imagination with complete descriptions.

Base 13 : Health and Personal Hygiene
Examples of activities were 1) quizzes on health information; 2) games; 3) exhibition on health cares; 4) exhibition on appropriate tooth brushing; 5) distribution of information on groups of main food and exercises.

Group 14 : Puppetry
Examples of activities were 1) story telling using puppets; 2) demonstration on how to make easy puppets; 3) displays of various types of puppets in stories for children; 4) story telling practice using puppets made; 5) songs and games using puppets.

Group 15 : The Information for Community
Examples of activities were 1) Exhibition and distribution of know-how information on agriculture, family planning, health care, etc.; 2) songs and games; 3) demonstration how to make coconut-coated peanut.

Please note that 1) most activities in each group places special emphasis on reading, that is children books, scripts, handouts, instructions, and other reading materials are distributed to the participants prior performing each activity; 2) the participants are allowed to attend activities as they like.

Following the morning session, all participants enjoy activities performed on the central stage. The activities include folk music and dances performed by students from the university and from the local schools, demonstration of concerned topics, singing contest, competition of stories retold from books distributed, competition of general knowledge among school children in the school cluster. At the end of each trip, an evaluation is made.

3. Conclusion

Mobile libraries are operated by various organizations in various forms. No matter what they are, the main purpose is similar, that is to reach out those who have less opportunity to access to information and regular services offered in the library. It is the social responsibility role of most libraries and organizations concerned.

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The birth and re-birth of the ISBDs: process and procedures for creating and revising the International Standard Bibliographic Descriptions

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Paper

In 1969, IFLA's Committee on Cataloguing sponsored the International Meeting of Cataloguing Experts which produced a resolution calling for establishment of standards to regularize the form and content of bibliographic descriptions. Subsequently, the Section on Cataloguing put into motion work which ultimately provided the means for a considerable increase in the sharing and exchange of bibliographic data. This work resulted in the concept of the International Standard Bibliographic Description (ISBD), which has now endured for nearly 30 years and has proved to be IFLA's most successful effort at promoting the cause of cataloging standardization. Indeed, one might argue that in the history of cataloguing no other standard has enjoyed such a high degree of acceptance as that accorded to the ISBD concept, which is now nearly universally applied.

Published in 1971, the International Standard Bibliographic Description for Monographic Publications (ISBD(M)) was the first of the ISBDs. There followed development of ISBDs for Serials, Non-book material, Cartographic materials, Rare books, Printed Music, and, most recently Electronic resources For article level publications, Guidelines for the Publication of the ISBDs to the description of component parts was issued. To insure that all these separate publications are harmonious in their treatment of data elements and prescribed

punctuation, the Section collaborated with the authors of AACR2 to prepare the ISBD(General), which has provided a frame-work to which all ISBDs have conformed.

In the 1980s, existing ISBDs underwent editorial review and revision to incorporate improvements for three general purposes:

- to harmonize provisions, achieving increased consistency;
- to improve examples; and
- to make the provisions more applicable to catalogers working with materials published in non?roman scripts.

In addition, two more particular objectives motivated the overall revision effort:

- to review the use of the equals sign; and,
- to consider proposals regarding the ISBD for Non Book Materials emanating from specialist groups such as the International Association of Music Librarians.

To conduct this multi-year project, an ISBD Review Committee was formed. It first met in August 1981 and has been in place to serve as the Cataloguing Section's Maintenance Agency ever since (although for a period of time its name was changed to the ISBD Maintenance Committee for reasons which will be explained later in this presentation). By the end of the decade, the ISBDs had been thoroughly re-visited, and they were re-published in "Revised editions."

One of the major results of this initial overall revision project was to remove the provisions for "machine-readable data files" from ISBD(NBM) and to develop a separate ISBD for this medium, which appeared in 1988 as the International Standard Bibliographic Description for Computer Files (ISBD(CF)). However, because of the rapidly advancements in technology, the need for revision of this ISBD quickly arose, and a Working Group was formed to update and expand coverage of this standard, resulting in 1997 in the appearance of ISDB for Electronic Resources (ISBD(ER)).

The chart which follows is provided to summarize the history and current status of the full range of ISBDs to date.

ISBD(M)	1st ed. 1974 rev. 1978 rev. 1987
ISBD(G)	1st ed. 1977 rev. 1989
ISBD(S)	1st ed. 1977 rev. 1988 under revision
ISBD(NMB)	1st ed. 1977 rev. 1987
ISBD(CM)	1st ed. 1977 rev. 1987
ISBD(ER)	1st ed. 1990 rev. 1997
ISBD(A)	1st ed. 1980
ISBD(PM)	1st ed. 1980 rev. 1989
Components Parts	1st ed 1988

(For fuller citations for these publications, see http://www.ifla.org/VI/3/nd1/isbdlist.htm/)

In the early 1990s, the Cataloguing Section appointed the Study Group on the Functional Requirements for Bibliographic Records (FRBR). The immediate consequence of this development was to suspend any revision work on the ISBDs while the FRBR Group pursued its charge to "recommend a basic level of functionality and basic data requirements for records created by national bibliographic agencies." Also dropped pending the outcome of the FRBR study was a project then in progress to identify the components of a "Concise ISBD(M)", that is, the minimal bibliographic features of an acceptable record, because it was expected that FRBR's findings would in effect provide such a base-line. During this period, the ISBD Review Group became the ISBD Maintenance Group, a change of name reflecting its decision to deal only with ISBD problems that needed attention prior to issuance of the FRBR recommendations.

In 1998, theFRBR Study Group did publish its Final Report after its recommendations were approved by the IFLA Section on Cataloguing's Standing Committee (available at: http://www.ifla.org/VII/s13/frbr/frbr.htm/). At that time the ISBD Review Group was reconstituted to resume its traditional work. Cataloguing's Standing Committee agreed that the ISBD Review Group should initiate a full-scale review of IFLA's "family of ISBDs" to ensure conformity between the provisions of the ISBDs and those of FRBR - in particular, to achieve consistency with FRBR's data requirements for the "basic level national bibliographic record."

In the ISBDs, national bibliographic agencies are requested to "prepare the definitive description containing all the mandatory elements set out in the relevant ISBD insofar as the information is applicable to the publication being described." To facilitate implementation of this principle, the ISBDs designate as "optional" those data elements which are not mandatory when applicable; in the case of particular ISBDs, see the Outline (0.3) to ascertain which data elements are optional. Therefore, the main task in reconciling the requirements of the existing ISBDs with the FRBR recommendations for the "basic level

national bibliographic record" has entailed a review of the ISBD data elements which are mandatory to make optional any which are optional in FRBR. (In no case is a data element mandatory in FRBR but optional in the ISBDs.)

The ISBD Review Group concluded its review of the International Standard Bibliographic Description for Monographic Publications (ISBD(M)), last revised in 1987. The changes which the Review Group proposed to make in the next iteration of this standard were posted on IFLANET at http://www.ifla.org/VII/s13/frbr/isbd?chg.htm/. The availability of the proposal was widely announced on appropriate electronic discussion lists, and those with comments were asked to reply by July 15th.

The ISBD for Serials and the ISBD for Cartographic Materials are currently in progress of revision, largely for the purpose of incorporating provisions to deal with electronic versions of publications within the scope of these ISBDs. As a result, the Review Group has provided an indication of changes these ISBDs will need to incorporate for conformity to FRBR. The Review Group will pursue revision of the other ISBDs this year and next. Procedures are essential in all standardization work in order to ensure that the steps by which a document becomes a new or revised standard are well known and meticulously accomplished. The ISBDs are no exception to this rule. As a result, at the 1989 IFLA Conference, the Section on Cataloguing agreed to the schedule and procedures set out below for development and distribution of documents.

Normally, initiation or revision of an ISBD will result from work accomplished by a Working Group appointed by the Section on Cataloguing's Standing Committee either singly or in conjunction with other IFLA sections. Indeed, in view of recent developments, it is well to stress here that it is the Section on Cataloguing which enjoys "ownership" of the ISBD program. Other Sections or groups which would like to propose new or changed ISBDs are not free to undertake such ventures on their own: they need to begin the process by communicating recommendations to Cataloguing.

The chair of the Working Group bears primary responsibility for generally conforming with the overall schedule for the preparation, review, and publication of documents, as follows:

1. Development of draft text (12?24 months)*
2. Duplication and distribution for worldwide review (6 weeks),
3. Worldwide review and comment (6 months)
4. Revision of draft text (6?12 months)*
5. Review by ISBD Review Committee (2?3 months)
6. Final revision (1?2 months)
7. Duplication and distribution for voting (6 weeks)
8. Voting by Standing Committee(s) (2 months)
9. Final editing of manuscript for publication (2?3 months) (*The time required to develop and revise the text will vary according to the complexity of issues to be resolved, and the time-line is therefore suggestive and not required. On the other hand, the nine steps in the process are mandatory.)

The documentation in which these procedures are set forth provides considerable detail covering the means by which each phase is accomplished. It is not possible here to repeat the detailed information, but some matters are worth highlighting. First, any appointed Working Group is expected to work closely with the Director of the UBCIM Programme. For example, when a draft text is ready for worldwide review and comment, the chairperson of the

Working Group delivers it to the to the UBCIM Programme Director, who arranges for document distribution, although in some cases Working Group chairs have themselves handled such distribution using mailing labels provided by the UBCIM office. Second, the Working Group is expected to keep the Cataloguing Section and any other participating section well informed regarding the progress of their ISBD project. The membership of the standing committees for sponsoring and participating sections participate in the world-wide review. In addition, entitled to participate in the review are all association, institutional honorary and affiliate members of the Section on Cataloguing, and of any other sponsoring Section as well as members of the ISBD Review Committee.

Following the conclusion of a world-wide review, the chairperson of the Working Group, in consultation with the other members of the Working Group, are instructed to consider the comments received and to revise the draft text accordingly, although the Working Group as a whole retains authority for deciding on the disposition of comments and on the contents of the resulting text.

Once the Working Group is satisfied with the draft it is forwarded to the chairperson of the ISBD Review Committee which reviews the text for general conformance to the overarching ISBD principles and particular conformance to the provisions of ISBD(G). The chairperson of the Working Group will prepare a final text, incorporating, as required, revisions identified by the ISBD Review Committee. At that point the new or revised ISBD is ready for balloting. When a final text is ready for voting the chairperson of the Working Group will send an original master copy of the document together with a brief description (for incorporation in the covering letter) to the UBCIM Programme officer. The UBCIM Programme Director is responsible for arranging for distribution of copies to all regular members (i.e. excluding corresponding and honorary member) of the Standing Committee of the Section on Cataloguing and of the Standing Committee(s) of any other sponsoring Section(s), unless as sometime happens this task is handled by the Working Group chair under the Programme Director's supervision. If the majority vote is affirmative, the Programme Director will proceed to establish arrangements for publication. If the majority vote is negative, the chairperson of the Section will consult with the Standing Committee to determine what course of action to pursue.

As mentioned, the procedures just described have been in place for more than a decade and antedate the advent of electronic communications which are now possible for conducting business on the Internet. Today, as is well known, it is easy to dispatch even long documents almost instantaneously to colleagues throughout much of the world and to exchange correspondence without the considerable delays often encountered when using postal systems for international mailing. It is also routine to mount a document on a web site and to conduct professional exchanges as members of electronic discussion networks, often called "listservs". Because of the economy which the Internet provides, both in relation to postage saved and in terms of time saved in distributing documentation, the ISBD Review Group has become interested in modifying its procedures. As already pointed out, the Group decided on an experimental effort to handle the recent revision of ISBD(M) to incorporate the FRBR recommendations using the web as the primary vehicle for conducting the world-wide review. The proposed changes were posted prominently on IFLANET and their availability for study and comment was announced on IFLANET and several other electronic lists. Since the proposed changes were considered likely not to be controversial the Group decided to set the review period at four months. No doubt a longer comment period will be needed for

new ISBDs and for major revisions, and perhaps the UBCIM office will need to help the Group establish which individuals and groups entitled to participate in a review might not have Internet access. These and any other concerns will be further explored, and we would be glad to have input on these efforts to modernize the distribution and approval processes.

IFLA needs to accept its responsibilities to maximize the opportunities which today's technology offers by way of improving the interchange of information and views in its cataloguing standardization work. Not only will projects benefit from more timely development but also the technology will save considerable costs in terms of reproducing draft texts and purchasing their delivery. Beyond these considerations, improved procedures are needed to enable IFLA to maintain its cataloguing leadership. Such standards as the ISBDs have guided the work of national cataloguing committees in updating their codes to foster internationally accepted practices. Today's publications patterns are changing, largely as a result of the electronic environment in which we increasingly function. Not only are there new bibliographic situations to consider, but not every bibliographic practice already in place continues to be as useful now as it was formerly. As a result, AACR and RAK, to name but two of the world's most prominent cataloguing codes, are engaged on major revision projects. The challenge to IFLA is to be sure that these code revision projects continue to recognize the need and importance of international harmonization and do not unfold in isolation. The ISBD Review Group must assist the Cataloguing Section at least in the area of bibliographic description by initiating communications with groups revising national cataloguing rules to seek their input and cooperation in maintaining an internationally acceptable framework. No doubt the national code revision projects will have many suggestions by way of improving the ISBDs, and IFLA should welcome this possibility as a means of ensuring the vitality of its own standards. Therefore, it is necessary for IFLA to recognize the need to resume leadership in coordinating these projects with its own standardization efforts and to rekindle commitments of national libraries and national cataloguing committees to cooperation in maintaining bibliographic practices that will enable exchange of cataloguing data in the cost-effective manner which will benefit users throughout the world. Modern procedures for standards development and review will play a major role in enabling the Cataloguing Section and its Review Group to meet this challenge. Your comments on these thoughts would be most welcome as planning and re-tooling continue to advance.

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Section on Bibliography - Review of activities 1999-2000

John D. Byrum, Jr.
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Paper

Scope of the Section on Bibliography

The Section on Bibliography is primarily concerned with the content, arrangement, production, dissemination and preservation of bibliographic information, especially (but not exclusively) where these pertain to national bibliographic services. It is also concerned with the promotion of the importance of the discipline of bibliography to library professionals in all types of library (not just national libraries), to publishers, distributors and retailers and also to end-users. Whilst taking full account of technological possibilities, the Section is aware that such developments are not yet available in some areas of the world, and it will ensure that its solutions are not necessarily dependent on particular technologies. The Section is closely associated, where appropriate, not only with the other Sections within the Division of Bibliographic Control and with the UBCIM Programme, but also with the Sections on Information Technology and of National Libraries. (Medium Term Programme, 1998-2001)

Membership of the Section and of the Standing Committee

111 associations, institutions, and personal affiliates are currently members of the Section.

The members of the new Standing Committee for the period 1999-2001 are:15 full members, 4 corresponding members and 1 honorary advisor. Five full

members for the period 1995-1999 completed their term during the Bangkok conference in August 1999.

Full members of the Standing Committee are from 14 different countries : Czech Republic, Denmark, Finland, France, Germany, Italy, Norway, Portugal, Russia, South Africa, Spain, Sri Lanka, Sweden, United States of America.

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Action Plan 2000-2001

At its two meeting held during the 1999 IFLA Conference in Bangkok, the Section's Standing Committee greatly expanded its action plan for 2000-2001, largely to focus on ways and means of implementing the Recommendations from the International Conference on National Bibliographic Services (ICNBS); for the text of these Recommendations see: http://www.ifla.org/VI/3/icnbs/fina.htm, In an effort to obtain a high profile and widespread support for advancing actions to implement these Recommendations, the group referred several to other IFLA committees for comment, action, or possible joint activities. For example, the Standing Committee will invite the Division of Regional Activities to co-sponsor a Workshop at the IFLA 2001 Conference to promote national bibliographies in developing countries and multinational bibliographies in areas where it is not feasible to publish national bibliographies. Several recommendations will be referred to the IFLA Sections on Legal Deposit, on Government Information and Official Publications and on Information Technology to raise consciousness and for appropriate action.

The Section on Bibliography identified initiatives by which it too could further the outcomes of the ICNBS. It has appointed a small Working Group (Barbara

Bell, College of Wooster,Wooster, Ohio,USA., and Anne Langbelle, Nasjonalbiblioteket, avdeling Oslo, Norway) with a charge (1) to identify services which are especially effective by virtue of their ability to meet the criteria and provide the features identified in ICNBS recommendations (see nos. 5-11) and (2) to identify those which could improve effectiveness through greater conformance to these Recommendations, with the intention of suggesting ways by which they might improve or arranging mentoring relationships with other services which might volunteer to assist them. In another activity, since the Conference had endorsed the "basic level national bibliographic record" as stipulated in the Functional Requirement for Bibliographic Records (copies available at: http://www.ifla.org/VII/s13/frbr/frbr.htm) ,the Section will offer to work with the Sections on Cataloguing and on National Libraries to produce a briefing paper to explain the components of the basic level record for use of national bibliographic services.

In other areas, the Section on Bibliography's action plan for 2000-2001 calls for developing a strategy for enlisting publisher cooperation in providing metadata for electronic resources they produce for use of national services, for investigating "subject gateways" as an emerging technique for producing bibliographies of Internet resources; and for preparing guidelines to offer selection criteria to assist national bibliographic agencies in deciding which electronic resources to include in their bibliographies. The Section plans to initiate follow up work regarding two studies it had commissioned earlier - Ross Bourne's "National Bibliographic Agencies and the Book Trade" and Robert Holley's "Results of a 'Survey on Bibliographic Control and National Bibliography'". Section members Talbott Huey (Michigan State University Libraries, East Lansing, Michigan,USA) and Unni Knutsen (National Library of Norway, Oslo) are pursuing these independent projects.

Conference Programmes and Workshops

Bangkok, 1999:

On August 24, the Section sponsored a well- attended program on the theme: "Bibliographic Developments: Trends and Perspectives". Kirsten Waneck (Dansk Biblioteks Center) presented a paper by Mona Madsen (Royal School of Library and Information Science, Copenhagen) on the "ICNBS 1998 New Recommendations for the National Bibliography" (http://www.ifla.org/IV/ifla65/papers/015-123e.htm).
Peter Haddad (National Library of Australia) spoke on the topic "National bibliography in Australia: moving into the next millennium" (http://www.ifla.org/IV/ifla65/papers/016-123e.htm).
Finally, Chirudee Pungtrakul (Mahidol University, Thailand) presented "World-wide Thai Bibliographical Control" (http://www.ifla.org/IV/ifla65/papers/148-123e.htm).
These three papers prompted several questions from the audience. (Also distributed at this session was a "Fact-sheet about legal deposit in Denmark", prepared by staff at the Royal Library, explaining in brief the features of a recent (Jan. 1, 1998) revision of the 1927 act, extending coverage of mandatory deposit to "any work" published in Denmark "regardless of medium", except for computer programs which are deposited only when they "constitute a part of a work of another nature...published together with this work.")

With the Section on National Libraries, Bibliography sponsored a Workshop on August 26 on the topic: "Electronic publications in national bibliographies". Winston Tabb (Library of Congress) and Werner Stephan (

Universitaetsbibiothek Stuttgart) co-chaired the event. In their introductory remarks, both stressed the increasing interest in both hand-held and remote access electronic resources among national bibliographic agencies -- despite the numerous and relatively unfamiliar problems such publications often present. Mr. Tabb stated his view that the real question before bibliographic services is not whether to deal with these publications as part of the national cataloging output, but how to provide access and control, given their challenges. Mr. Stephan offered that one approach would be through closer collaboration between producers of electronic materials and these bibliographic agencies.

John Byrum (Library of Congress) presented the first paper ".Inclusion of Information Covering Electronic Resources in National Bibliographies: Results of a Survey Conducted May-June 1998" (http://www.ifla.org/IV/ifla65/papers/124-153e.htm). He reported that a large number of institutions, totaling 61 and representing national bibliographic agencies (NBAs) in 59 countries, had replied to his questionnaire and that NBAs representing 34 countries indicated current coverage of at least one type of electronic resources; many of these include entries for two or more categories, In most cases, national bibliographies including electronic resources began to do so in the mid-late 1980's, in some cases expanding coverage to include remote access and interactive multimedia in the mid-1990s. Of those already providing coverage for electronic materials, 28 reported that they will soon expand such coverage; and of those which currently do not provide coverage for any electronic materials, 22 are planning to begin doing so within the next year or two.

The next paper by Sonja Zillhardt (Bibliothèque national de France) covered "Electronic Publications and BIBLINK.". She indicated that Project BIBLINK , launched in April 1996, with funding from the European Commission, aims to establish a relationship between national bibliographic agencies and publishers of electronic material, in order to establish authoritative bibliographic information that will benefit both sectors (For details, see the Project's Web site: http://hosted.ukoln.ac.uk/biblink/.) Among the issues this pilot seeks to address are: How to provide bibliographic control over electronic publications, given the continuous growth in the amount of material being published chiefly or solely in this format; and What to do about the lack of an agreed standard for these materials. Ms. Zillhardt indicated that after the pilot is concluded, some of the participating national libraries plan to continue to utilize some of the approaches and products developed by the BIBLINK project.

Naoko Harai (National Diet Library (NDL)) spoke on "Electronic publications and national bibliographies in Japan." He indicated that the NDL was preparing to launch its program to acquire and control electronic materials beginning in 2002, although it is already dealing with some electronic serials (to which it assigns ISSNs). The NDL will acquire its electronic publications not through legal deposit but through purchase, at a rate of appropriate ,000 titles annually, although NDL will also seek cooperative arrangements aimed at securing voluntary deposit. (Later NDL's hope is that Japan will amend its legal deposit law to cover electronic materials.) Some of the work to be done between now and 2002 includes updating of JAPAN MARC as well as the Nihon Cataloguing Rules to better cover electronic resources. He noted that, as yet, not many libraries in Japan offer access to such networked publications as serial services or aggregator databases.

Peter Haddad (National Library of Australia (NLA)) described a survey undertaken by NLA to cover print publications issued with accompanying materials in electronic format. One discovery from this study was that in about

30% of such works the electronic material could not be accessed within a few years of the publication date due to obsolescence of the carriers on which it is strored. Consequently, NLA has found it necessary to constantly transfer such accompanying material to more modern carriers (e.g. CD-ROMS, DVDs). In Australia, legal deposit does not cover any form of electronic publication; as a result, NLA acquires them selectively as funds permit. Even so, NLA finds itself overwhelmed by the task of processing and archiving them. NLA's strategic response to the challenge will be in the direction of de-centralization of responsibility for these materials, seeking partnerships with the Australia's state libraries. Mr. Haddad also discussed NLA's PANDORA (Preserving and Accessing Networked DOcumentary Resources of Australia) Project (http://pandora.nla.gov.au/pandora/).

"Net Publications and Bibliographic Control - Seen from Denmark with a view to Sweden" was the topic of a paper by Randi Digest Hansen (Danish Library Centre, Copenhagen). This overview (http://www.ifla.org/IV/ifla65/papers/120-153e.htm) clearly establishes that some of the most impressive efforts to deal with remote access electronic resources have been undertaken in Denmark and Sweden. Hansen concludes this very interesting presentation by reiterating the importance of a more controlled approach to these resources that only librarians can offer by quoting from the Norwegian author of crime novels Kim Småge, taken from the book "The Container Woman" (1997): "The novel is about the principal character a female detective inspector.: 'She herself can spend hours on the net, the Internet, searching for some information, the librarian is able to provide her with in few minutes". "Probably because she is not able to ask the Great Net the real questions, she has not been trained in the accurate question-formulation on the net. And her patience is too short, regarding experimenting her way forward'."

Jerusalem, 2000:

The Section is planning an open programme meeting on August 15, 12:20-15:00, to include the following presentations:

- National bibliography of a small country in an international context Bohdana Stoklasova (National Library of the Czech Republic, Prague, Czech Republic)
- Bibliographic projects and tools in Israel Rochelle Kedar (Department of Information Science, Bar-Ilan University, Ramat-Gan, Israel)
- Two national central libraries in Italy: bibliographic cooperation or competition? Maria Patrizia Calabresi (Biblioteca Nazionale Centrale, Rome, Italy)

In addition, on August 17, 13:00-17:00, the Section will sponsor, jointly with Education and Training, a Workshop on the theme Programme, theme:"Teaching bibliography today in primary and continuing professional education of librarians" Starting from some experiences set out by teachers, learners, and experts, the following themes will be discussed among other topics :

- What is the role of bibliography in library and information schools curricula today ?
- What is taught in today's classes on bibliography in terms of content and what methods are used for instruction in this field?
- How do faculty teach students regarding the most effective methods for searching and retrieving bibliographic information when the tools are constantly changing in format, structure, mode and other details?
- How has new technology, particularly Web-related, impacted on the ways

by which bibliography courses are taught?

- Does it sill make sense to distinguish between searching for bibliographic information and for the documents themselves?
- Considering today's publication patterns, is the traditional topology for categorizing reference works (directory, catalogue, bibliography,etc} still valid?
- How much attention in bibliography courses is devoted to teaching about new bibliographic tool in comparison to more traditional standard works?
- In terms of lifelong education, how are library and information schools preparing new reference librarians and enabling experienced practitioners to keep abreast with innovations in techniques, practices, and tools in today's rapidly changing context?

These and similar questions will be addressed by panelists including: Retha Snyman (South Africa), Mona Madsen (Denmark), and Ia and John McIlwaine (UK).

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Journals and their audiences: who are their audiences?

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Paper

In the Portuguese scene there are two journals devoted to archives, library, and information science: one is about 40 years old, published by the Portuguese Library Association but, for whatever reason, not being published since 1996; the other journal is PÁGINAS a&b which was first published in 1997. There are also one or two newsletters published by groups of public libraries. PÁGINAS a&b has managed to publish four issues so far being the fifth under its way, and it has succeeded to get financial support through some adverts - a very irregular income though - as well as from a governmental department which keeps a regular financial programme to promote books, journals, reading and libraries. This financial support comes through the purchase of 150 subscriptions to be distributed to public libraries all over the country. Since both financial supports do not cover all expenses it is therefore reasonable to wonder how are costs covered. Beyond supports mentioned, expenses, so far, have been shared between editors and publisher. A compromise we assumed but a difficult balance: no debts, no profits.

What it was conceived as an ideal partnership has come to its end: editors who own the journal have the opinion that things, such as distribution, can be run more efficiently, they have decided then to continue publishing the journal but at their own risk, and responsibility. There is already the guarantee that 150 subscriptions will be bought, and it is now the editors task to identify other

financial resources which undoubtdely will be found between adverts, and other publishing support programmes.

As this aspect is a weak point it requires an explanation: the journal addresses a very small professional audience (1000 readers maximum) who has access to the journal at their own working places, whether libraries or archives. Being a country where levels of reading are still low, one cannot expect those professionals to subscribe themselves the journal which, in practical terms, means a considerable reduction of potential buyers. Should it be in a different way, and most likely financial programmes to support publishing activity would not be needed. As owners of PÁGINAS a&b we are well aware of this precarious situation, therefore what push us ahead is not the expectation to make profit; our involvement has to do with the belief that it is important for the profession the promotion, and dissemination of new professional viewpoints, and new solutions going on in Portuguese archives, and libraries as well as call professionals' attention to projects being carried out elsewhere. To proceed with this publication is for us some sort of professional commitment, aiming to serve a mixed audience made of members whom we know very well plus other members less well known, and spread in Brasil, and in four countries in Africa. The editorial project is an ambitious target where challenge, and also some sense of political commitment come together A risk really since it aims a specific international audience.

The editorial project as it was defined for PÁGINAS a&b is then framed by these two pilars: on one side, the financial constraints, and, on the other side, the determination to publish a journal which aims to become an authentic forum to debate the profession. Everything indeed depending on the audience: should the audience become wider, and we would be financially well off as, at the same time, a demand for content diversification would transform the journal into a much more interesting one.

It is very clear that PÁGINAS a&b is not a commercial journal: it does not depend on any organization but only on our personnal commitment: profit is not definitely among our concerns but since we recognize the fragility of its structure it is of utmost importance to widen the audience. How much then do we know about its current audience, and what kind of audience would we like to build up?

Readers of PÁGINAS a&b work in libraries and archives, and many among them are members of the Portuguese Library Association. It does not seem to be an obstacle to be simultaneously a member of the Library Association, and a subscriber of PÁGINAS a&b. Besides the subscriptions paid by the official programme, there are another 100 subscribers which is a good figure in Portuguese terms. The optimal thing would be to reach a higher figure of individual subscriptions but this objective faces a difficulty which is to convince professionals that words are not enough to push a journal forward; a journal needs supporters determined to make some investment, and one investment's is an individual subscription. This direct relationship requires commitment, and commitment is not comfortable. On the whole, a project facing a financial challenge to all our enthusiasm, and imagination but which can only take over if PÁGINAS a&b manages to stay on the limelight: PÁGINAS a&b has to settle down as a reference within the Portuguese library and archive scene. We firmly believe that reliability is a first condition to enhance our audience: to be able to guarantee a regular publication it does not matter if once, twice or more times a year; to be able to include original contributions; to manage to cover all aspects of our profession publishing but those with intrinsic value.

The other significant aspect about the audience is our perception of their professional needs, and expectations. Librarians and archivists in Portugal have an open attitude, accept easily new solutions, and ideas. As a professional community, there is no evidence of resiliance to change - what else can be said when we know about developments occurred in Portuguese libraries and archives during the last fifiteen years? They like to be informed about each others' experiences, they try to be updated. They read articles about others' practices, and they are willing to read more extensive, and theoretical contributons. What they are not really very keen of is to write, to face the challenge to put their own ideas on a piece of white paper, to talk about their own experiences. As a result, PÁGINAS a&b finds extremely hard to identify authors, to diversify contibutions, to define the content for each issue, to make a plan for the medium and long term. Contingency is the back curtain against which we have to prepare issue after issue. PÁGINAS a&b is, at the same time, the conveyor, and the provoker: the journal aims to transmit new ideas, news about projects and works being carried out making the country known to their own professionals but PÁGINAS a&b has also the mission to push professionals to present their work digging out their experiences, their failures and their successes. To publish a journal within such conditions is quite a distinct thing from publishing a journal supported by an organization, with a guaranteed number of readers. That is, a journal built upon some financial security.

I have just drawn a picture assuming we, as editors, know our fellow mates, those working in Portuguese libraries and archives: we meet each other quite often, and we have the opportunity to exchange viewpoints. But the community of librarians and archivits speaking the Portuguese language is much larger, we hardly know it but information available tell us that it is worth to plan aiming to them:

1. under a manager's viewpoint, to widen the number of readers is an interesting path. Production costs would come down, releasing us from a considerable burden. For firms advertising in PÁGINAS a&b it would be much more interesting to reach a wider audience, as it would become much more appealing for those who have refused so far to publicise their goods in PÁGINAS a&b due to the rather small audience. To enlarge the audience would sort out two different problems at the same time: costs would be cut back since the number of issues printed would be nearly all distributed while global costs would be mainly covered by a potential raise of interest from firms;
2. regardless problems yet to be sorted out among different governments, the Portuguese language community exists, and it reflects a common past history, and current common interests. A community knowing each other weak points, and difficulties. Only for political or economical reasons one would dare to minimize it. Libraries and archives are full with documents, and records connecting six different countries. Whichever projects to be launched they very often come back to these resources making unavoidable a professional relationship: training frequently involves professionals from those different countries, not to mention meetings, workshops and conferences where more and more often we all have the opportunity to discuss, and mutually exchange information. To have the opportunity to exchange experiences in the same language is not a minor issue. Needless to underline the comfort, and value of learning in one same language, using the same terminology, and conceptual framework;
3. it is important to diversify the scope, and the intellectual framework of PÁGINAS a&b, and this would be achieved much easily if the audience

was larger. It is not our intention to publish for a group of friends: a group of friends will run out of ideas quickly, and will find difficult to think big. On the contrary, PÁGINAS a&b is in favour of a strong flow of controversial ideas, and debate. To prevent discussion, and debate or to ignore others' developments have always proved as a wrong option. No doubt, there is a market in Portuguese language, and there is nothing wrong about to wake it up: the journal has to be felt as their tool whether as a means to catch up with what others are doing, or to transmit the others what they are themselves carrying out.

This raises a crutial question: how far can editors go when defining the content of a journal? Any journal is a powerful means of influence; a professional journal is not less, and editors have to bear in mind that a professional journal is not only a medium to refer technology, standards, or statistics about readers. All this data can be twisted, and interpreted in different ways. A professional journal is as powerful transmitting ideas as any other communication medium, and, all in all, what will remain are ideas. Over non-commercial journals lays a major responsibility either for what they publish, and for what they do not. This choice is inevitably related to the journal's audience. If the audience is a very diversified one, different levels of development have to be taken in consideration for two reasons: 1. adequacy of articles are not taken by all readers the same way due to their very distinct interests, and local constraints (e.g. technical, financial); 2. even if articles may seem not to fit all readers the same way, would it be up to the editors to decide what can be useful or superfluous?

Assuming this conflict finds itself a solution, assuming editors will always do the right choice, it is more than fair to raise another issue which is as follows: the journal is publishing very frontline articles, deeply oriented to high technology, leading its readers to a world hard to catch because local resources are scarce. Somehow, journals are acting in favour of globalization, but is globalization the solution?Can solutions be imported and exported so easily? What are the consequences? Who gets the larger share? Globalization is an aim for the rich: the poor cannot embrace it, and frustration can seriously question our mission as editors. Globalization is not a solution for everything, and the North-South conflict will not be solved by selling to the South the solutions of success as perceived by the North.

Of course, there is a strong argument against this thought: if editors give up about publishing frontline articles, though of high quality, where will quality go? Are editors preventing some readers to access quality? Are editors carrying out censorship? Where is the border?

Besides the content of the journal, there is yet another problem to sort out if the journal really aims a large international audience spread through different latitudes. I am referring to the language problem, and to the conceptual framework laying beneath. Most of us use the English language as a tool to communicate with the outer world but how many of us would be happier, and profit more, using the mother tongue to express themselves? I am sure that many of us have missed important bits during meetings because suddenly our thoughts do not flow as they would if the official language was our own. Now, if we add this conceptual difficulty to the technical one (due to the eventual complexity of an article), it is not difficult to imagine the ever growing barriers between the author, and the reader. The editors' job is to find ways to overcome this communication problem 1. without losing quality; 2. without pushing the audience away; 3. without giving up the innovative contributions; 4. without pretending to rule an obvious conflict which overcomes his job.

To keep the financial independence of a journal requires a large audience. In Portugal the audience is, and will always be, a small one. We are fortunate to find a potential professional audience applying the same language but editors have to evaluate the impact that the journal may cause. The impact can be positive by bringing discussion in, by revealing profitable experiences; conversely, the impact can be sensible because choices made by editors can be misunderstood by the audience above all being an international one. What entitles editors to tell others what to read, choose or follow? This is always a delicate question that a wider geography does not help to solve.

Commercial journals or those supported by organizations have a scope; those which want to remain independent, have another one, and a struggle to face. It is important that librarians and archivists recognize this, and make their mind to support them. Editors have to evaluate their audiences, to analyze the problems related to distribution, the content of each issue. Altogether, a team concerned with something more than just data, deadlines and productivity. An opportunity to build up a forum to debate, just like this Round Table.

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Two national central libraries in Italy: bibliographic co-operation or competition?

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Paper

Six National Libraries and two National Central Libraries in Italy, one in Rome and one in Florence. Why?

This phenomena is due to historical reasons: ancient libraries, established in the capital cities of the pre-unification states and characterized by different traditions, were considered as depositories of intellectual and cultural production and recognized as national libraries.

In the second half of the 19th century after the Wars of Independence, Italy ceased to be only a "geographical expression" and in 1861 became a nation state. After political unification, a cultural unification and a national library representative of this union were strongly desired.

From 1861 to 1870, Rome was still part of the Papal States, and Florence the first capital of the unified Kingdom of Italy. Therefore, the first National Library in Italy was founded in Florence. In 1870 Piemontese and Italian troops occupied Rome and declared it the capital of the kingdom. The Italian government, deferring to the Florentines, created another national library in Rome in addition to the one already in Florence.

The National Library of Florence results from the merger of two important libraries: the Biblioteca Magliabechiana (Florentine Public Library) and the Biblioteca Palatina (the library of Palazzo Pitti). Antonio Magliabechi,

1633-1714, an important and passionate man of letters considered in his time a "living library", spent his whole life collecting and reading books. His only interests were culture and erudition, He remembered perfectly the contents of all his books, which comprised all literatures and languages known at his time, with special attention to Italian topics and interests. He bequeathed his precious collections of manuscripts and printed books to the Florentines -- particularly "to the poor men" in order "to promote studies, virtues and sciences and universal welfare of his dear native country".

After the death of Grand Duke Gian Gastone de' Medici and with him the end of the Medici dynasty, the library he had established within the Uffizi, was improved by the successor Grand Dukes of Lorraine; in 1747 this library was opened freely to the public, according to the original intention of Magliabechi. Grand Duke Francesco of Lorraine showed great interest in the Florentine libraries and added books brought from Luneville Castle to those left by the Palatine Elector (the last Medici heir) in Palazzo Pitti. The Palatine Library was open to the public in 1756.

During the 18th century and the first years of the 19th, many important acquisitions and donations of several private libraries were added to the original Medici and Lorraine family collections in the Palatine Library. At the same time the Magliabechiana was enriched with collections from suppressed religious institutes (in 1808) and from the merged Florentine academies.

The Palatine Library remained in the Pitti Palace until 1816 when it was moved to the building that housed the Public Library of Florence. However, it was kept separate from the Magliabechiana collection. The merger of the two libraries, inspired by Francesco De Sanctis in order to build a National Library, was decided upon in 1862. The combination of these two collections -- so different in their nature (the Palatine born as a dynastic library and the Magliabechiana as the private library of a man of letters) -- produced the most representative library of Italian cultural tradition up to that date. In addition, it resulted in the most important collection from the viewpoint of the outstanding quality of its holdings. These qualities have continued to the present and since 1869 the National Central Library in Florence has received a sample of any publication printed in Italy.

The National Library of Rome was founded in 1875 and inaugurated March 14, 1876 at the Collegio Romano, the former Jesuit convent and college. The initial collections came from the Jesuit "Bibliotheca Major" and the cloister libraries confiscated by the Italian government in 1873. The right of legal deposit was conferred in 1880.

In the following years, important collections came to the Roman library, such as the Miscellanea of Giacomo Dina, the Oriental collection of Carlo Valenziani, the collection of Giuseppe Ceccarelli ("Ceccarius", a library of publications concerning Rome), and the private library of Enrico Falqui. The manuscript collection includes ancient codices as well as documents of modern and contemporary authors (D'Annunzio, Morante, Onofri, Pasolini). Worthy of mention also is the Roman section, as well as other special collections (geographical, Chinese, Japanese, Arabic, Slavic).

In the 1940s, because of a major expansion in its collections and in the use of its readers, the Collegio Romano building proved inadequate to the increased demands. It was clear that a new building was absolutely necessary; resulting in the opening of a new site in the Castro Pretorio area in 1975. In 1989 a Center for the Study of Manuscripts was established by a ministerial decree, in order to

collect microfilms of all manuscripts available in Italian libraries.

The development of the National Central Library of Rome collections through copyright deposit, gifts, and purchases made this library very important to scholars and researchers mainly in the Humanities. In addition, the National Central Library of Rome has played a notable role in providing public library services; it is used by a great number of students (due to the nearby location of the University). Scientific and promotional activity has been served by organizing bibliographic expositions and publishing catalogues which are available in Italian libraries. Special mention should be made of the "General Index of Incunabula" (I.G.I.). The establishment of a Bibliographic Information Center in 1931 has also made the Library an important reference point for national and foreign users. It has been given the task of editing the Italian translations for the "Index Translationum" published by UNESCO.

Both libraries - the one in Florence and the other in Rome - are called National Central Libraries, in order to emphasize their significance as national cultural centers and as instruments of scientific research. Together with its sister the National Central Library of Florence, the National Central Library of Rome is designated as a copyright library and must provide a complete documentation of Italian culture as well as extensive coverage of foreign literature. The National Central Library of Rome is also in charge of supplying and coordinating the national bibliographic services.

Tasks and functions of the two National Central Libraries were defined by statutes issued in 1885 and confirmed in 1967. The Library of Florence was given the special function of conservation and cataloguing of all Italian publications, while the Library of Rome was entrusted, besides that, with the task of collecting evidence of the presence of Italian culture in foreign publications. Article 62 of the regulations for governmental libraries issued by a royal decree October 28, 1885, charged the National Central Library of Rome with responsibility for compiling the *Bulletin of modern foreign publications acquired by the State libraries (B.O.M.S.)* and the National Central Library of Florence with responsibility for editing the *Bulletin of Italian publications received for printing rights.*

Since 1886, the National Central Library of Rome has compiled and issued the *B.O.M.S.* current catalogue of foreign publications owned by 37 major Italian libraries. After producing some cumulative volumes and annual editions in print, a CD-ROM edition is now in progress of preparation.

On January 15, 1886, the first issue of the *Bollettino delle pubblicazioni italiane ricevute per diritto di stampa dalla Biblioteca Nazionale Centrale di Firenze* appeared, inaugurating a bi-monthly publication pattern until 1900, after which it was published monthly. Annual cumulative volumes and ten supplements have been issued since 1958.

In January 1958, the *Bollettino* changed its name to *Bibliografia Nazionale Italiana* (Italian National Bibliography). The National Central Library of Florence continued its compilation, but publication of the information became the responsibility of the Central Institute for the Union Catalogue of Italian Libraries and Bibliographic Information (I. C. C. U.) which was founded in 1951 in order to coordinate the cataloguing activities of the Italian libraries.

A new programme, ANNAMARC, in cooperation with the Library of Congress, was introduced in 1975 to provide a MARC format adapted to Italian cataloguing practices. Since 1981 the *Bibliografia Nazionale Italiana* has been

compiled according to the *Regole italiane di catalogozione per autori (RICA)* (the Italian cataloguing rules) with ISBD practices incorporated in 1984.

There is no real, valid tradition of cooperation among libraries in Italy, nor between libraries and universities. In spite of this, some attempts have been made to create joint catalogues of books or periodicals. In addition, after the foundation of I. C. C. U. some collaborative projects have been undertaken. One of these was the conversion to punch-cards, later transferred to tape, of the *Bulletin of Italian publications from 1886 to 1957*, edited by the National Central Library of Florence in 41 volumes. Other projects, such as a union catalogue of publications held by the State libraries, however, were not been completely successful.

Nevertheless, a union catalogue of periodicals was produced by the C.N.R.-I.R.S.D.S. (National Council of Research - Studies and Research Institute for Scientific Documentation) and printed in two volumes in 1990: it included 35,000 issues of periodicals held by 1,500 Italian libraries. Another important project, a joint catalogue of 16th books, supported by the I.C.C.U., is still in progress.

In Italy, projects to achieve library automation have been slow to materialize in comparison with other European countries and the United States, because of a cautious opposition to it. Moreover, it has proved difficult to implement a joint activity based on cooperation and standardized procedures as well as to get a coordinated system and uniform structure for a database, because several different automated systems (DOBIS-LIBIS, ISIS, TINLIB, SEBINA) are being used by Italian libraries.

The National Library Service (S.B.N.), initiated in 1980, became active under the coordination of the I.C.C.U. only in 1986: after a slow and difficult beginning, S. B. N. has now become a network linking over 1,000 Italian libraries (state, public and private libraries). Its primary aim is to offer national library services to the end-users and to bridge the gaps in Italian library organization through an online union catalogue built with the cooperation and the shared resources of all the libraries involved.

Participating libraries operate in decentralized systems, on single or multiple-library sites of 20 to 30 libraries; they are not directly linked with each other, but they are all connected in the National Index. All bibliographic descriptions, made according to ISBD rules, flow together in the National Index, which is continuously updated and is available to every library. Each member from its local site can create new bibliographic records for items not found in the National Index. Records range in extent from a minimum level of detail to a maximum level of thoroughness given for publications assigned to the Italian National Bibliography. Every bibliographic access point (author, title, collection, subject, classification) is controlled by authority files which can be used for cataloguing documents. I.C.C.U. acts as a technical authority and performs the function of coordination among the libraries.

In the beginning, the electronic system was used only for cataloguing current material and not for retrospective retrieval. Later, however, the *Italian National Bibliography* post-1958 and the *Bulletin of modern foreign publications acquired by the State libraries* from 1958 to 1980, as well as other catalogues and musical sources, have been entered into National Index databases for bibliographic reference in cataloguing and locating documents.

"Bibman" and "Manus" are two projects concerning the cataloguing of

manuscripts that were undertaken to create a bibliographic database. "Edit 16" is the union catalogue of 16th century editions printed in Italy or printed abroad in the Italian language.

Currently, National Library Service can provide or support:

- information on the S.B.N. network, its nodes and its libraries;
- information on Italian libraries (addresses, opening hours, services);
- searches in the union catalogue for the location of books and other documents;
- searches in the catalogues of some Italian libraries and museums;
- searches for Italian 16th century editions (authors, printers, printers devices);
- interlibrary loan and reproduction services.

At this time, S. B. N. provides access to four million bibliographic records for books, periodicals, music and other ancient and modern documents in nine million locations. It is supported by the cooperation of more than 1,000 Italian libraries. It functions all day and typically logs over 100,000 searches per day.

A new service, the Portale delle biblioteche ("Gateway to Italian libraries") planned by the I. C. C. U. and supplied by the National Library Service, with Italian and English interfaces ,enables connectivity with a number of databases for search, retrieval, production of results, down-loading of documents and information, and loan requests.

Thanks to automation and to the efforts of the National Library Service, a project for the improvement of the *Bibliografia Nazionale Italiana* was undertaken in 1992. The European Community sponsored a study on the reorganization of the national bibliographic services by the consulting firm "Studio Staff". This study pointed out two major problems of the organization and compilation of the *B.N.I.*: (1) publishers' neglect of their obligation to make deposits to the National Library, and (2) the long delay (more than two years) between the printing of a book and the appearance of the bibliographic information for it in the "*Bibliografia Nazionale Italiana*, making the bibliographic data practically useless. Moreover, other libraries could not benefit from the service, and financial problems arose from the very high production costs. Therefore, a new and better way of producing the *B. N. I.* would be necessary.

This concept envisioned an active cooperation among publishers, book-sellers, and libraries to bring libraries in touch with the other fields of the book trades and to offer an improved bibliographic product produced on a regular frequency at an affordable cost. The aims of the project called "Edificare" to pursue these goals were to introduce:

- a new model for acquiring books, based on a direct connection with publishers and the voluntary deposit of publications;
- new procedures for the treatment of documents;
- active cooperation between the two National Central Libraries of Florence and Rome;
- new methods for the compilation and delivery of bibliographic data;
- new structure and graphic form of the publication in different kinds of media (printed volume, magnetic tape, floppy disk, CD-ROM.

The new *Italian National Bibliography* was issued in 1994 (with number 0 in October 1993). It is published in five series: monographs; serials; doctoral dissertations; children's books ; and, music. The production and the distribution

of the publication, previously the responsibility of the National Central Library of Florence (which continues to be in charge of cataloguing and controlling the bibliographic data), is now performed by the Editrice Bibliografica, a private publishing company.

Project "Edificare" has been the first experience of active cooperation between the two Italian National Central Libraries, and the results have been quite interesting and satisfying. This first step in cooperation gives hope of more and better fruit to follow.

The National Central Library of Florence has been the lead library in automation, because of its primary function as a bibliographic center and editor of the *Italian National Bibliography*, but, now that the S.B.N. has become a reality, the cooperation of, and coordination with, every library is absolutely necessary as is quality control of bibliographic data in the new shared cataloguing environment.

The birth and development of S.B.N. has encouraged an active alliance between the two national central libraries (and among many other Italian libraries). Automation has caused a new kind of cooperative work and has improved interlibrary coordination and standardization of procedures. Automation also provides more rapid and precise means of access to library holdings and collections and to the exchange of electronic data, creating one global, virtual library within Italy.

Competition is not a good means to get results; cooperation is the only possible mature and useful means in the modern information society to supply users with a valid instrument for collecting information and documents. While respecting the autonomy and different cultural traditions of Italian libraries, the main objective of the S.B.N. is the promotion of a national union catalogue. The organization of an efficient national bibliographic service requires a cooperative attitude and good will from everybody as well as participation and coordination.

The Italian library system therefore needs the cooperation of everybody in order to implement S.B.N., to achieve a quality service, and to integrate with other European countries.

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Journal Quality in the Asian Region: Results of a Pilot Study for the IFLA Round Table of Library and Information Science Journals

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Abstract

Reports on a project sponsored by the IFLA RTLISJ aimed at determining factors that contribute to journal quality. It is a pilot project in Asia with the aim in part of determining whether a larger international project might be feasible. Quality of papers emerged as the key category, with a number of criteria used to determine this quality. It was found that, given the relative ease with which data were collected for the pilot study and the ready participation of most editors approached for input, a more substantial project would be possible with only low level funding.

Paper

Introduction

Journal 'quality' traditionally has been measured against quantitative measures such as circulation, total number of pages per volume, number of times cited in the literature, coverage by indexing services. This pilot research project, undertaken on behalf of, and partly funded by, IFLA's Round Table of Library and Information Science Journals (RTLISJ), follows a presentation by one of the

investigators at IFLA Bangkok which sought to establish general criteria for assessing journal submissions from Asian authors (Gorman 1999) That paper suggested that quantitative measures were perhaps unsuitable for evaluating the qualitative factors that contribute to journal excellence. Following that presentation, and picking up a suggestion made some years earlier by Maurice Line, Ludmila Kozlova, Chair of RTLISJ, asked the presenter to undertake a pilot study of journal quality.

This investigation took a more qualitative approach to understanding journal quality based on perceptions of key stakeholders - the editors, referees, editorial board members and impartial readers. The specific target of the study was Library and Information Science (LIS) journals published in Asia. This region was chosen partly because of investigator familiarity and ready access - both are editors of journals based in Asia. It is also an area in which LIS journal publishing is well established - there are more than 200 LIS journals in China alone (Gong and Gorman 2000), and even such small areas as Singapore and Hong Kong have major journals in this field. Furthermore, many of the journals are published in less developed countries, with information infrastructures that are often fragile, under-funded and ignored by government. If the pilot study contributed to a more robust infrastructure (of which LIS journals are certainly a part), this would be a bonus.

Essentially, however, this study was meant to be a pilot project for a more broadly based international investigation of journal quality. There is a widespread view that LIS journals around the world are of somewhat uneven quality, that they do not meet a common set of standards of excellence, that there may not even be such a set of standards, that journals in developing countries in particular might benefit from better understanding of quality, and that all such journals can become more effective channels for the communication of theory and practice to the various information professions within LIS. Improved journal quality might provide a more effective channel through which ideas, theories, practices and news can be communicated between practitioners, educators, vendors and other interested parties.

However, 'improved journal quality' must take into account the reality that contributors to journals write for a variety of reasons (Gorman 1999). Most commonly, we write to disseminate new research findings or ideas. The publication of a paper establishes precedents in the formation of new knowledge, and it puts the new information in the professional domain where it can be scrutinised, criticised and either accepted or rejected. It may then contribute to further discourse. The author also makes personal gains by adding to a list of publications that can be used for tenure and promotion, for gaining professional acceptance that may lead to speaking engagements, consultancy work, perhaps even awards.

There is, then, an apparent contradiction between the intrinsic and extrinsic reasons for scholarly and professional writing, for personal benefits can result from numerous papers of indifferent quality, whereas the imperative for the discipline is the discovery of new conceptual approaches and new techniques, for which the need is for papers of the highest quality. That the scholarly communication system has survived almost unchanged for so long shows its robustness, but the inherent contradictions in the system make it vulnerable to distortion under certain circumstances. If, for example, the 'publish or perish' imperative creates such demand among hopeful authors that editors are overwhelmed with manuscripts of an indifferent quality, then there is potential for the erosion of standards. This may occur if new journals start up to cater for the unfulfilled demand from hopeful authors. There is some emerging evidence, from

current research by Philip Calvert and Shi Zengshi on quality and quantity in journal publishing, that this has happened in China already.

Both extrinsic and intrinsic reasons lead to publications that might be assessed by quantitative means, but also by qualitative means. The fact that paper x is cited y times is not an indication of quality, but rather that it is cited - it is available, it is in a journal held by many libraries, the author (or publisher or editor) is particularly good at self-promotion. Behind the quantifiable factors, then, are as yet untested qualitative factors, which is what has led to the present project.

Related Literature

Most assessments of journal quality are driven by the practical necessity of producing ranked lists of journals in each academic discipline so that tenure and promotion committees can assess the publication lists from applicants. One result of this is discussed by Ali, Young and Ali (1996). They indicated that core lists have been drawn up for many disciplines, and that these are usually based on citation analysis, circulation figures and coverage in indexing and abstracting services. Altmann and Gorman (1999), however, have cast doubt on the efficacy of journal citedness as a criterion of value with relation to acquisitions and relegation, and the same might be said of citedness as a criterion for developing core lists.

An intriguing project was conducted by Chressanthis and Chressanthis (1993), one an economist, the other a serials librarian. They hypothesised that journal quality was dependent upon a number of cost factors, and especially the manuscript submission fee. They found that their definition of journal quality most closely correlated with the total number of journal article pages printed in the year, journal age, the editor's institutional affiliation, the manuscript submission fee, and the total circulation of the journal. There was insignificant correlation with the presence of advertising and the journal affiliation with a professional association. The measure of quality used by the authors, however, was the total number of citations to the journal: therefore, independent variables such as the number of articles printed and the total circulation of the journal would inevitably have a high correlation with this measure of 'quality'. Citation analysis will always be biased in favour of high circulation journals, which is why even Garfield (1977) cautioned against using it on its own as a measure of journal quality.

Anderson (1997) has provided another view of journal quality, arguing that it is linked to 'excessive publication' - submitting the same paper to two or more journals. His research was mainly qualitative in that he used journal editors' opinions on a number of questions as his major source of information - the same method employed in the present investigation. Editors believed their guidelines to authors gave some protection against double publication of papers, though a sizeable number admitted that their guidelines needed review and strengthening. As a sidelight, Anderson's qualitative research suggested that editors have primary responsibility for quality, referees the next most influence, with the editorial boards a distant third.

In a lengthy, thorough and original paper on journal quality, Day and Peter (1994) used qualitative methods to ask subscribers and authors, plus some editors and editorial advisors, what they thought about journal quality. From the LIS literature they created a list of quality criteria to use in their research:

- research design
- depth
- purpose
- practical examples
- rigour
- descriptive versus analytical
- presentation
- conclusions
- relevance
- focus versus generalisation
- application
- relevant references and recency
- clarity of thought
- structure
- interest.

Reviewers added additional criteria to the authors' original lists, asking the following questions:

Does the article add to what is already known?
Is the article demonstrably related to what has previously been written?
Are the arguments employed valid in terms of the body of knowledge?
Is the article easy to read?
Do the arguments flow logically?
Does the article make a difference?
Are the conclusions strong?

From all of this a number of criteria were selected as most relevant and applicable without the need for extensive explanation as to meaning, and these criteria were seen to fall into three major categories:

- prestige (of the editor, etc.)
- properties of articles within a journal (e.g. methodological rigour)
- presentational aspects.

This pilot project focussed on the second of the larger categories, because the investigators felt this was likely to be the most crucial in determining journal quality. The other categories were also included in the broad investigation, but only the disaggregated properties of the journal articles were examined in detail.

Day and Peter's qualitative approach is echoed to an extent by Nkereuwem (1997), who used Lester's method of journal evaluation that combines input measures, decision measures and output measures into an index of journal quality for ranking journals. There is a bias in this method which favours journals with a wide market reach. No doubt some quality journals are familiar to LIS professionals because of their intrinsic quality, but familiarity can also be achieved by 'free' distribution to association members or by low subscription rates, and this hardly equates with quality. This is often the case in developing countries, where even quite 'flimsy' LIS journals are well known because of their wide distribution.

Objectives and Methods

The pilot study had four principal objectives:

- to identify the most commonly accepted criteria for evaluating LIS journals
- to evaluate the success of LIS journals in meeting the criteria
- to suggest critical success factors for improving the quality of LIS journals
- to assess the feasibility of an international project aimed at determining LIS journal quality and success factors

These objectives were achieved through three inter-related activities. First, other writings were reviewed in order to develop tentative criteria of journal quality. Second, the investigators interviewed selected LIS journal editors in Asia, asking for their views on the factors that contribute to journal quality. Third, selected Asian LIS journals, specifically those edited by the editors interviewed, were examined by the investigators to see how closely they match the standards expressed by the editors during the interviews. Fourth, the investigators combined the finding of steps 1-3 to produce a list of common criteria of journal quality that might be used in a fully international project.

In reviewing the LIS literature for relevant previous writing on journal quality it became clear that most authors in this field have used quantitative methods. Nevertheless, their criteria could be used in a qualitative study, so they were drawn together and collated into groups of like categories. The resulting main categories were:

- qualities of the papers
- presentation factors
- aspects of prestige
- income factors

The first three categories were derived from Day and Peter (1994), while the minor category of income factors was taken from Chressanthis and Chressanthis (1993). It became clear early in the process of gathering data from Asian editors that the qualities of the papers mattered far more than the other categories, so the investigation focused on the criteria in that category.

Twenty LIS journal editors in Australia, China, Japan, Malaysia and the Philippines were approached. Some were interviewed in person, and others were asked to write brief notes on how articles were chosen for publication, and how they as editors ensured that the selected articles matched the aims and purpose of their journals. They were also asked to provide, in keywords, the criteria they used for selection or rejection for publication of a contribution, and to rank their criteria in order if they felt it possible to do so.

The initial list of criteria concerning qualities of papers was edited as a result of input by the various editors. Gorman (1999) had suggested six criteria for the evaluation of submissions to Asian LIS journals, and it was these six that the editors agreed ultimately accepted as most relevant to the assessment of paper quality/content:

- advancement of knowledge
- new information or data
- theoretical soundness
- level of scholarship
- acceptable research design
- appropriate methodology and analysis.

These six criteria were used for the next stage of the project, which involved in-depth analysis of the sample copies supplied by the editors. Papers were chosen at random for examination, five papers from each journal being the norm.

Once a paper had been read, a 'score' was given (from 0 to 10, with 10 being the highest standard) based on how well it had measured against each specific criterion. The purpose was not to assess the journals, but rather to compare the criteria, so an average score was calculated for each of the six criteria, and then they were placed in a ranked list. The two highest rated categories (new information or data, acceptable research design) scored well ahead of the others. The third category (level of scholarship) was on its own in third place, with the other three grouped together at the bottom. From this analysis, the criteria can be placed in descending order of importance as follows:

- new information or data
- acceptable research design
- level of scholarship
- theoretical soundness
- advancement of knowledge
- appropriate methodology and analysis.

Analysis of the Data Collected from Asian Journals

Quality of papers

Many editors said that they looked for new ideas and innovative thinking in a paper. For some this was the top criterion. The rationale appears to be something like this: editors need to publish a journal that attracts subscribers, both institutional and individual. One way to do this is to include articles that seem to be relevant to the common experience of practitioners who, in LIS at least, form the majority of the potential market. Editors sometimes expressed this directly by saying they wanted their journals to be 'practical' rather than theoretical. Practitioners, however, do not want to be told how to carry out their jobs as they are at present; rather, they seek new and more efficient and effective ways to work. This is why editors value 'newness' in manuscript content above other criteria. For one editor this was closely related to his role perception. He felt he had to be a 'missionary editor' (his words), trying to persuade librarians to reflect on their roles and to think in terms broader than the next crisis.

Another highly ranked criterion was finding manuscripts that matched the scope and purpose of the journal itself. For journals with a clear niche in the market this is easy enough to understand; however, as many journals seem to accept papers on almost any topic within LIS, despite stated criteria which are more specific, it is not easy to accept that this criterion has much real value overall. Perhaps it is more a matter of matching the intended market of the journal, and this means practitioners at a certain level of education, experience, interests, and so on.

An alternative view of the importance of a paper's subject content was put by one editor when he indicated that he sought manuscripts with 'significance in the area concerned' - meaning that he wanted to publish articles that made a real contribution to the discourse in the paper's chosen area. This could be interpreted as being the paper's 'impact', a quality that is difficult to ascertain with any degree of accuracy. As noted earlier, the impact of a paper is often measured by the number of citations it attracts; a recent Asian example of the method of measuring a journal's impact by citations is Sen (1999). Other editors wanted to publish articles with more research content (one suggested College & Research Libraries as a model to follow), but most said they did not receive enough manuscripts containing sound research.

An impartial assessment by the investigators of papers in the submitted journal issues suggests that editors are doing well overall at finding papers that match their own selection criteria. The highest average score for the papers was for the criterion, new information or data, and most editors had said this was their top priority. Acceptable research design and level of scholarship also scored well. The lowest average score given to the randomly chosen articles was for appropriate methodology and analysis. This is a worrying result, for if the selection of papers is skewed towards newness at the cost of accepting contributions with a dubious methodology, then quality is quickly eroded. In fairness to the editors and their journals, it must be made plain that no obvious misinformation or dubious theory was found in the course of this investigation, and the concerns expressed here are only about what might occur.

Prestige

Chressanthis and Chressanthis (1993) claimed that the affiliation of the journal had little impact on perceptions of its quality. This may be true of Western countries, but possibly not so in Asia and developing countries in other parts of the non-Western world. It seemed that the sponsoring institution played a significant part in establishing the status of an LIS journal in China, with the three highest ranked journals being sponsored by the National Library, the Chinese Academy of Sciences and Peking University. The same was true of journals with institutional or association affiliation in the other countries of the pilot study, including Australia. It should be noted, however, that only one journal in the study was a commercial undertaking, and the sample would be very different in this respect if the project were expanded to Europe and North America. Generally this suggests that in developing countries it would be beneficial to establish LIS journals with the backing of government departments, prestigious research institutes or well-respected professional bodies. The journal's age also appeared to be significant in determining prestige, with older journals viewed as more prestigious by most editors.

Presentation

It is difficult to discuss presentational aspects of journal publication simply because it is a highly subjective category, and few editors or readers claim expertise in matters of design. It is much more likely to be the publisher who has specific knowledge in this area, so perhaps a fuller project might include publishers among the key stakeholders. Nevertheless, it is clear from the pilot study that editors and their boards feel intuitively that presentation is a factor in increasing subscriber perceptions of their journals' quality. Literally all of the examined Chinese journals were using a cover design introduced within the past two years, or were using a higher grade paper than in the past, and all Chinese editors seemed conscious of layout, font and other design issues in ways that would not have troubled them even a short time ago. Several editors, however, when questioned about their technical knowledge, admitted that they felt uneasy about commenting on matters related to physical presentation and style. As one editor said, 'I think I know what I like and what looks good, but this is a very personal matter and I could not give any objective assessment of what a journal ought to look like.' Matters of presentation, then, are very much in the eye of the beholder- not a satisfactory situation when seeking to determine quality in an objective manner.

Recommendations for Improving Journal Quality in Asia

Running through the data on journal quality, prestige and presentation is a very clear signal that the editor's role is critical. Some sponsoring institutions closely associated with research and scholarship appreciate the importance of selecting a well-qualified editor, and in developed countries with a larger number of commercially published journals the selection of editors is an increasingly rigorous process. However, not all journals have the benefit of this sort of support, certainly not in developing countries. In many cases the editor is a willing volunteer with few credentials and no training for the job. The more successful editors in Asia - that is, editors whose journals seem to set high standards and achieve them - already hold higher degrees in LIS or related disciplines. In our view improving the educational standard of other editors would almost certainly have a positive impact on journal quality.

Similarly, the editorial board needs to represent a good spread of specific knowledge in the discipline, including an awareness of overseas developments. The editors of some journals admit that board members are chosen primarily on the basis of 'cronyism'; these journals tend to fare less well in our assessment of journal quality. The message here is simple - editors need to select board members who are well qualified, and who together represent the breadth and depth desired in the journal content.

Countries whose LIS journals are primarily in a language other than English would benefit from the assistance of anglophone journals in promoting their content to the widest possible audience and to get them into international discourse. One suggestion for improving access to a wider audience is for a developing country journal to seek overseas alliances, such as exchange agreements. This would result in a paper being published in the 'local' literature to the benefit of the profession in that country, but equally the best of the local literature would also be published in a leading international journal, thus allowing its ideas and information will enter professional discourse with greater speed and certainty. This kind of exchange agreement exists in a few cases; for example, College & Research Libraries exchanges one paper per year with Journal of Library Science in China, and Online Information Review is currently exploring a similar relationship with journals in China and Thailand.

For the most part, however, established journals in North America especially are somewhat parochial in their content - an exception is Library Collections, Acquisitions and Technical Services, which is so remarkable in this respect that it has figured in a review of the journal (Nisonger 1996); British and European journals do rather better, and it would be worth developing country journals exploring the possibility of article exchange agreements with titles in these regions.

Several editors said they received manuscripts 'out of field' which were rejected almost automatically. This suggests that the solicitation process might lack focus, yet almost all journals publish guidelines or information for authors. Often, however, these seem to provide guidance only on formatting of the manuscript, preparation of the copy, how many copies to provide, footnotes style, and so on. Few mention methodological rigour, use of the literature or the required depth of analysis. Several editors agreed that their guidelines needed revision and strengthening. In addition more could be done to disseminate the guidelines in order to attract better manuscripts that are clearly within a journal's scope. Many Asian journals already use their Web sites to publicise author guidelines and recent tables of contents, and this seems to be a simple and relatively inexpensive way of telling prospective authors what the editors want to see submitted - as long as the guidelines actually address substantive matters of content. Workshops held in conjunction with professional conferences are another means used by editors to

inform potential authors of what is expected in an acceptable submission.

Unfortunately, existing guidelines are only a weak defence against unscrupulous authors. Many editors said that they uncover several cases annually of papers being submitted to more than one journal. Obviously many more cases escape unnoticed. Whether this severely affects journal quality, as Anderson (1997) claims it does, was not something this pilot project was able to determine. Clearly, though, the 'publish or perish' imperative in some Asian countries leads a few desperate and unethical individuals to try such tactics, and editors need better protection than they have at the moment.

Recommendations Regarding a Wider Project

In addition to assessing the quality of LIS journals in Asia, this pilot project was designed to test how well an investigation into LIS journal quality could work, whether qualitative measures could be applied and whether a wider project might be feasible. There is a lack of literature on qualitative methods used to assess journal quality, so new methods of assessment have to be designed. The pilot project has shown that this can be done using criteria from the literature, supplemented with new criteria suggested by experienced editors and readers. Criteria established during the pilot project offer an acceptable starting point for a wider project, and it is assumed that these criteria will require only fine-tuning in a larger project.

How much larger? The pilot study collected data from 20 journals; the full project should expand this to 200-300 journals from around the world. These journals might be divided geographically as follows:

12 Asian countries
10 European countries
2 North American countries
10 Latin American and Caribbean countries
8 Africa countries
4 Middle Eastern countries.

A project of this magnitude requires the willing collaboration of editors, as well as some support from readers of the journals. The pilot study has shown that journal editors are surprisingly willing to co-operate with this sort of research, and there should be no difficulty attracting more volunteers for a larger project. Not must editors be willing to support the project, but the team itself needs to be fairly large in order to cope with some of the languages in which many journals are published, including Chinese, Japanese, Arabic and Russian. In addition it will be important to involve publishers and related groups (graphic designers, for example) in the project so that matters of presentation can be addressed more adequately than in the pilot. Up to 10 investigators would need to be managed by the principal investigator.

All of this in our view could be managed on a budget of about US$6000. Is it worth the investment?

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MIRACLE in Jerusalem: Connecting to Music Collections

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Abstract

The aim of this paper is to assess the impact and benefits of the MIRACLE Project. A group of the major braille music libraries have created a shared catalogue of braille music which will be made available through an Internet connection. The bibliographic information contained in this database will be linked to the corresponding digital file(s) thus enabling it to be downloaded and printed locally. As this is an Internet-based information system, public libraries will benefit from this database by being able to provide information services to blind and visually impaired customers.

Paper

Introduction

For some time now book production in Braille has been another one of the many things done on a computer, with all the advantages that entails: easy storage of the original master, immediate and unlimited reproduction and the possibility of electronically conveying the information contained in the book.

Yet, despite the high technology involved in this process, transcribing a musical score into Braille reading and writing code continues to be a task requiring highly specialised personnel with a broad knowledge of musical and Braille

notation as well as the transcription rules for this kind of document. Producing such scores is, then, time-consuming and costly. And while the result is a document as universal and interchangeable among blind and visually impaired people as the original score is among sighted musicians, a paucity of information traditionally limited our institutions to the narrow confines of our own users. As a result, the material produced was often circulated to no one besides the customer initially requesting the transcription, raising publication costs to inordinately high levels.

We were all aware that there were other organisations producing Braille scores, but their printed catalogues, like our own, were never up-to-date. Contacting them, communicating in another language, paying for orders in advance, was a long and tedious process, and there was always some doubt about whether what we would ultimately receive, some indeterminate number of weeks later, was what we really needed. In the end, our obligation to provide our users with the material ordered as quickly as possible justified the decision to produce any and all scores ourselves, even at the risk of reinventing the wheel.

And yet everything we needed to solve these problems was available: our catalogues were already computerised or in the process, our production was stored on computer files, the older hard copies were gradually being digitised. All that had to be done was update, compile and organise all this information, all these documents, to offer them to our colleagues in other institutions. It seemed that simple to us way back in 1989, when the Dutch SVB contacted three other organisations of the blind, the United kingdom's RNIB, the Swiss SBS and Spain's ONCE, to propose a collective catalogue that could be updated from time to time to avoid the production of existing works. The idea continued to grow and mature as the Internet spread, lowering communication costs. Ten years later, this collective catalogue based on the periodic interchange of diskettes had become a database that could not only be updated and queried on line to know what material already existed, but used to download any score needed over the Internet in a matter of minutes.

This idea and European Commission funding were behind the creation, on 31 January 1999, of the MIRACLE (Music Information Resources Assisted Computer Library Exchange) Project, which purports to compile, catalogue, structure and, of course, circulate the growing stock of computerised Braille scores that the major European producers - RNIB in the United Kingdom, SVB in Holland, SBS in Switzerland and ONCE in Spain - had on hand. Moreover, these stocks were supplemented with additions from new project participants, such as DBB in Denmark and Stamperia Braille in Italy. It was also an Italian firm, Shylock Progetti, that assumed the task of developing the software on which MIRACLE runs. At six months to completion, the project has already aroused the interest of a number of European organisations as well as of large producers on other continents, which will be participating as correspondent members and adding their production to the project.

How MIRACLE operates

The system is quite simple. MIRACLE consortium members will be connected via Internet to the MIRACLE server and upload onto it the bibliographic descriptions of their existing stocks and material in progress. Wherever possible, records will carry a link to the file or files where the score can be found as well as information on the characters and format required to print it in Braille. When a project member receives a request for a Braille transcription, it will first query the MIRACLE server over the Internet. If the work has already been produced and the file is available, all the member needs to do is place an

order that will authorise it to download the respective file or files, which may then be printed locally and delivered to the user requesting the score in question. If the score is in production in another member organisation, the member interested in acquiring it may wait until it comes on line to request a copy. If, by contrast, the work is not on the server, the institution will then proceed to produce it as usual, but with the assurance that it is not engaging resources to publish a product that already exists.

In order for a database to provide consistent search results, the data must be perfectly harmonised and structured. The bibliographic entries received in the server must, firstly, be UNIMARC catalogue standard compliant and, secondly, validated and completed by system administrators to guarantee flawless retrieval.

Once a document is located from among the over 3,600 Braille scores in electronic format that our server will carry when the project is completed, it will take barely a few minutes or even seconds to obtain the respective file. Immediate access is, then, one of the main advantages to this project. To ensure that such immediate access can be maintained, we need to devise a system for payment or financial compensation among Consortium members that will allow for authorisation - in a matter of seconds - to download the file or files needed.

The solution adopted by project members is, then, simple and hardly innovative. And yet it is going to send tremors through the foundations of Braille music production. Placing our stocks on line over the Internet will mean more customers and therefore circulation of a larger number of copies of a given work, enabling us to cover most of our production costs. Higher income, in turn, will lead both to the production of new scores and the digitisation of works presently available on hard copy only. Co-operation among institutions will grow: one organisation may even ask another to produce a given score when it is not in a position to do so itself or because it feels that a musician in another country - Spain, for instance, for a score for guitar - is better placed to do the job. Ultimately, the new system will be primarily to the benefit of users, whose possibilities of obtaining the documents they need easily, quickly and reliably will be greatly enhanced.

MIRACLE and public libraries

I am aware of the importance that is being attached in public library milieus to universal access to information. Given the very specific nature of the formats with which our institutions work and the memory they occupy, access to information rather than to the document itself is a concept that the institutions represented in this project have been supporting for years. For a person with a severe visual impairment to be able to go to their nearest public library and come away with, at least, the information they need to locate the document they are looking for is of inestimable value to them and something to which we have been aspiring for a very long time.

The October 1999 Declaration of Copenhagen, which maintains that one of the primary functions of public libraries is "democracy and citizenship", in an attempt to "increase the quality of life and citizens' democratic potential [...] by providing them free and equitable access to high quality information" affords blind and visually impaired people access to yet another service to which their citizenship entitles them. For this reason, as the Declaration of Copenhagen states, public libraries must undergo a technological revolution that provides "maximum access to new information resources for all citizens, regardless of their financial, *physical* or educational condition". And in order to enable

technology to access information, information needs to be made available.

We are aware that to reach this aim, those of us who have information are under the obligation to make it public as soon as possible. And this is where projects such as MIRACLE come into play. It is in this area - in this desire for public libraries to be information centres more than (or in addition to) mere storehouses and reading rooms - that projects based on the circulation of information, the circulation of documents through present IT and communications resources, have a primary role. The MIRACLE project has undertaken to catalogue and classify, harmonise and standardise bibliographic information on the formerly scattered stocks of Europe's principal Braille musical score producers. It is now up to the information management majors to help us disseminate that information, to publicise the services that this project provides to a community of citizens who, up to now, have found little support outside specialised library milieus. This is the minor *miracle* that will make our project useful.

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Travelling books and the spirit of Tam Boon

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Abstract

The spirit of TAM BOON is the meaning of joining from ones who has better opportunity to disadvantaged ones. Travelling exhibition for the Young Readers at Petchaboon Province, the northern province in Thailand on December 9, 1999 is the project which till now, the library staff can remember. We hope those books will help students meet the new world and new idea to be the good man in the future.

Paper

Travelling Books, to many, may appear to be a peculiar book mobile. It is not a library housed in a bus, nor is it moved around on four wheels. The Travelling Books is one among a number of outreach libraries fashioned to reach children in disadvantaged situations who may not, otherwise, know the joy and enlightenment books can bring to their lives.

The Travelling Books is better known by the full name," The Travelling Exhibition of Books for Young Readers . The idea for this mobile book service was brought up in a workshop organized by the UNESCO Network of Associated Libraries (UNAL) in 1989. The Central Library of Srinakharinwirot University in Bangkok was provided with seed money to get the project moving.

Schools in deprived areas, where no library room exists are the destinations of

the Travelling Books. Cloth racks with rows of pockets containing books are hung from tree to tree or pole to pole or along fences. Two cloth racks contain approximately 120 titles (60 titles per rack). Children gather around the racks and choose books to read. What can he more relaxing and fun than sitting on mats under trees and surrounded by books to read leisurely by oneself or with friends. This reading session is followed by storytelling, booktalks, dramatization, drawings and reproduction of books read into miniature or big books. Throughout these sessions there are "Ahs"," Uhhoos", and giggles to be heard as the children' minds venture into new worlds. To enable the children to enjoy the books for a good length of time, the Travelling Books with the racks are donated to the school.

Annually, the University Library sets aside from its budget an amount for the Travelling Books which keeps the mobile library moving. What is especially outstanding is the spirit of Tam Boon which enhances the outreach services and increases the mileage of the Travelling Books. The essence of the spirit of "Tam Boon can be better appreciated by a description of the latest trip of the Travelling Books in December 1999 (which is typical of earlier itineraries).

The university librarians used a part of their vacation to bring the Travelling Books to a primary school in Petchaboon Province, northern part of Thailand, 500 kilometres away from Bangkok. Families and friends of the library staff learning about the Travelling Books offered to go along and assist with the activities of the project. The group of 48 persons left at 10.00 p.m. by bus and reached the school in the early cold hours of 3.00 o'clock in the morning.

The school is an old building and a comer in a classroom had shabby, out of date books not suitable for the pupils. Most of the books appeared to be withdrawals from somewhere. The school has 8 teachers and 127 students ranging in ages from 2 to 11 years old.

By 7.00 a.m. the librarians and the volunteers hastily hung the cloth racks filled with books from window to window, and gaily decorated them with balloons. The children eyes popped upon arrival to see the range of new and attractive books. The librarians conducted reading activities and presented a puppet show. The man in the group volunteered to conduct games.

For people who knew of the trip to this poor school and could not join the librarians, necessities of many kinds were thoughtfully chosen and donated. Bookshops gave books or money to buy suitable titles. T-shirt, sports equipment, clothing, blankets, pencils, erasers, toys, medicine and first - aid items were generously provided. Some of the items were used as prizes for book quizzes and other reading activities. Very, unfortunately, rubber slippers for the children were overlooked as it was observed most were bare-footed.

What will be well - remembered is the good - heartedness of an elderly aunt from the village who came on her own with a cart, charcoal stove, pan and ingredients to make "Khanom Krog" (A Thai version of the pancake, smaller in size) for the children. What a treat! Here may be seen the true spirit of "Tam Boon" as has been observed of those who volunteered their time and helping hands, and those who generously share with the needy.

To a Buddhist "Tam Boon" is one way of doing good or making merit, giving generously without expectation of return, decreasing craving and attachment.

The Travelling Books draws people looking for opportunities to " Tam Boon Likewise, the spirit of" Tam Boon enriches and bolsters the endeavours of the

Travelling Books. May it be mentioned that while the Travelling Books is for the children, the teachers benefit from the demonstrations of reading services and the parents and family members get to enjoy the stories and book activities the children retell.

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Current trends in developing a contemporary public library service to deaf and hard of hearing persons in Denmark

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Abstract

The Purpose of the public libraries in Denmark is to increase information, education and cultural experiences by making books and other suitable materials available without charge. This should be valid for all groups in society. For instance, in Denmark we have a rather long tradition of services for blind people. For hearing impaired people there have not been any special services until our library started to look in to the matter back in 1990.

Paper

The Purpose of the public libraries in Denmark is to increase information, education and cultural experiences by making books and other suitable materials available without charge. This should be valid for all groups in society. For instance, in Denmark we have a rather long tradition of services for blind people. For hearing impaired people there have not been any special services until our library started to look in to the matter back in 1990. In Copenhagen we have 20 branch libraries. Our library is placed in an area with approximately 34,000 inhabitants. It is close to the church for the deaf and to the deaf club and deaf activity center in Copenhagen. For some years a number

of deaf people have been rehoused in the area. Although we have had some deaf people coming to the library, it was our impression that many never came near the place. Obviously because we did not have the suitable materials. We examined if anything was done in other cities in Denmark or in the Nordic countries. We soon realized that almost nothing was done in the library sector to meet any special needs of hearing impaired people.

With money from a fund that supports new fields in library work, we established a project with the title: Improving the possibilities for the deaf and hard of hearing population to use the services of a public library. Since the start there has been a deaf, deafened or hard of hearing trained librarian employed at the library. In the planning phase and during the 1½ years of the project we had a group of consultants consisting of a psychologist and former headmaster of the school for the deaf, a priest for the deaf, a professor from the University of Copenhagen working with the education of audiologists and finally a children's librarian, himself a father of a hard of hearing child. During this period the staff at the library started a mini course in visual communication and signs to support the Danish spoken language and some elementary hearing tactics. After 1½ years the project period ended, luckily as a success. The services for hearing impaired people became a permanent part of our work with its own part of the budget. As librarians have changed over the years, the Deaf and hard of hearing collection, as we call it, has evolved in purpose and scope as well. The following will be a description of target groups, communication means, materials, different functions and a little about the future.

Target groups

- Hearing impaired
- Professionals/ relatives
- For instance "Signs to spoken language"- users and bilingual children

Ad.1.
Hearing impaired - who are they?
There are about 500,000 hearing impaired in Denmark, that is about 10% of the population in Denmark. Hearing impaired cover the terms deaf, deafened and hard of hearing, which will be explained in the following:

Deaf

Deaf are people born without any hearing or with so little hearing that it does not have an independent function. Deaf might also have lost their hearing so early in life, that they couldn't assimilate the spoken language in a natural way. The mother tongue of the deaf is sign language, Danish or any other spoken language is their foreign language. This means that a big group of the deaf have linguistic problems with the Danish language and are weak readers. It is very important that the deaf child learns sign language first, as this will strengthen the possibilities of the child to communicate with the surrounding world later on.

Deafened

Deafened are people who are born with normal hearing, but later on they loose their hearing so it no longer has an independent function. As the hearing is lost after the person has passed trough a normal development of the spoken language this will often be kept. To get an optimal communication the deafened often use MHS - Mouth hand system and/or the spoken language supported by

signs.

Hard of hearing

The group of hard of hearing is the biggest group of hearing impaired. A hearing aid can help and maybe eliminate the handicap. The development of the spoken language is not always dependent on the hearing loss, so the development of the spoken language varies a lot and is individual. The group is often helped by using a loop, which intensifies the sounds through the use of hearing aids that, at the same time, shut out background noise.

Ad. 2.
The professionals/relatives are using the Deaf- and Hard of hearing collection as much as the hearing impaired themselves. We have about 500,000 hearing impaired in Denmark and there must be at least as many who in their daily life have contact with the hearing impaired. This could be families who find out that their child is hearing impaired, and they will need teaching materials. It could be at work, where they need some knowledge about hearing tactics teaching them how to communicate with the hearing impaired person. It could also be students wanting to write a dissertation, paper or the like.

Ad. 3.
There are other handicap groups where the handicapped person does not have any hearing problems, but somehow has problems with the spoken language making visual communication necessary. Our language stimulating materials in the Deaf- and Hard of hearing collection can also be very useful for the bilingual children.

Means of communication

Total communication is a notion which started in the 1960'es and in practice the whole idea is to meet another culture and use the same way of communication and tools which is the most suitable in the given situation. This means using the tools you have at your disposal to understand and to be understood. It could be:

Sign language

The language of the deaf is a completely visual/manual language that is developed and used by and among the deaf. Sign language speaks to the sight. The symbols of the language are signs and the grammar is independent of the Danish language, this means that sign language is an independent language. The grammar of sign language is making use of mime, body language and gesture all necessary elements in performing the language. Sign language is not international as many people think, but is different from country to country as the spoken language. Sign language also has many dialects and sociolects depending on those using it.

"Sign Danish"

The combination of spoken language and sign language following the grammar of sign language is often used when hearing and deaf are communicating with each other, and this is called "Sign Danish". The use of "Sign Danish" is a compromise made as the communication of most hearing will be based on the spoken language, and the deaf need signs to communicate.

"Danish with supporting signs"

When we have a combination of the spoken language and sign language where no consideration to the grammar of sign language is taken we talk about "Danish with supporting signs". To understand this it is assumed that you have a big knowledge to the Danish language, and this method is what the most hearing are able to use.

"Signs to spoken language"

"Signs to spoken language" are signs taken from the sign language, this can relieve the daily communication between each party. Characteristic of "signs to spoken language" is that it is only the most important words in the spoken sentence which will be accompanied by signs. This communication method is used by many speech handicapped as for instance mentally retarded. It is important to underline that "signs to spoken language" is not the same as sign language. The purpose of communicating with "signs to spoken language" is to develop the spoken language.

The spoken language

To make sure that the hearing impaired child acquires the spoken language it must learn to know and control all the sounds of speech. In the education of the deaf we call this discipline articulation. The learning takes place by the means of the senses of sight and touch. This is very time consuming and a hard process for the hearing impaired. If you are deaf the benefit in many cases will be small and you probably won' t understand the speech of the deaf.

Reading lips

The hearing impaired learns to lip-read through watching the articulation of another person, which is often necessary to understand the spoken language. If the movements of the lips were visible and different it would be easy to read, but this is not the case. Specially not in the Danish language, where most sounds are formed in the back of mouth and in the throat and are invisible, consequently you can't read them on the lips. Only 30% can be identified by lip-reading without any problems.

Mouth hand system - MHS

The Mouth hand system is a visual tool used by for instance deafened. The system helps the lip-reading with 15 different hand positions. The positions shows the sounds which can be confused or are invisible. Deaf use it as an element in sign language stating for instance place names, personal names and Danish words of which there are no signs.

In public libraries in Denmark you cannot expect the staff at the library knows total communication. The hearing impaired people live all around the country and generally do not use the local libraries, or to put it in another way they are not asking the staff for help. Knowledge about ordinary hearing tactics should be taken for granted, specially when we are talking about public accessible libraries, as the libraries in Denmark are. Materials

The Deaf- and Hard of hearing collection consists of:

- Teaching videos - sign language, Mouth hand system and "Signs to spoken

language".
- Videos with stories told in sign language.
- Videos produced by Døvefilm Video made for children, young people and adults.
- Feature pictures with subtitles - both videos and DVD. Some of these are with easy reading subtitles.
- CD' ROM's with dictionaries, teaching materials, stories told in sign language and general information's about the hearing impaired.
- Point- and picture books with sign illustrations.
- Fiction for children, young people and adults where a hearing impaired enter into the story.
- Non fiction about the entire group of hearing impaired - you will also see books about tinnitus, menière, noise control and things like that.
- Periodicals.
- Language stimulating materials - games for instance.
- Folders, pamphlets and leaflets from the organizations.

Earlier there was also a collection of:

- Easy reading books
- Ordinary point- and picture books

Easy reading books was chosen as a relevant material, as many deaf people are weak readers, but I found that this material applied to a bigger target group. These books are not included in the Deaf- and Hard of hearing collection and can be found another place in the library. Ordinary point- and picture books will often be suitable for deaf children, as they are visual, but it is difficult to find the books with sign illustrations among these. Therefore they are also not included in the Deaf- and Hard of hearing collection anymore, and they will now be found in the children's section of the library. Functions

At the Library at Ørnevej we have different events approximately once a month. Everybody is welcome - both hearing and hearing impaired. At events we provide an sign language interpreter and we have a loop. If needed we are offering other kinds of interpretation for instance in writing. Generally the choice of cultural events for hearing impaired is limited, and we think that it is important that we have something we can offer.

We have had some events for deaf preschool children. We have invited a deaf storyteller to tell the children stories in sign language. Some of them traveled a long way to Ørnevej and for many of them - both children and Kindergarten teachers - it was the first time visiting our Deaf- and hard of hearing collection. At the same time they had the possibility to borrow our books, and they can deliver the books at their local library which will bring the material back to us.

We have also had an event one Saturday afternoon where we invited deaf parents with children and parents with deaf children. Many parents with deaf children are feeling insecure with regard to their handicapped child and need to see that deaf children are normal children with a future as everybody else. Meeting other parents in the same situation is also of great value to most of them.

Visits to the library

The students from the school for interpreters are invited to visit the Deaf- and Hard of hearing collection. In their 3.5 year long education they have to write

some papers, where they need materials about the hearing impaired in general. They don't have their own library at school, which is why they come to see us.

Deaf adults who are attending a day school, and deaf children from the schools for the deaf are invited to visit the library to hear about our services not only in the Deaf- and hard of hearing collection but the library in general.

The job of the librarian

External relations

Much of the time is used on external relations, as it is very important to be oriented about what is going on in Denmark for hearing impaired. Periodicals and newsletters from the different organizations in Denmark, but also from Norway and Sweden, are very informative. On the Internet you can get to know what's going on in other countries.

Selection of the materials

Usually I'm informed about new materials in the newsletters, periodicals or at the homepages. If they have already been catalogued and registered in the Danish national base I order the materials in ordinary way. Every material we buy is estimated as relevant to the target group. We try to buy any material in Danish, while materials of foreign character - English, Swedish, Norwegian - are bought if this has actual interest or on demand. There is no actual quality estimation of the materials, as there is a comparatively small amount of materials in this area. We also buy materials which are normally not found in a public library, as they are at another level. This could be papers, reports, dissertations etc. This is materials in "the grey zone" from universities, colleges of education and other institutions.

Users/borrowers

Besides the ordinary service at the library it often happens that there is a special need in the Deaf - and hard of hearing collection. Parents of deaf children come to ask me what my parents did, when they found out that I was hard of hearing, what kind of school they have chosen, and how my childhood among the hearing has been, how I managed in school and many other things. Questions about sign language, the culture of deaf etc. in general are also typical and I take time to tell them about my opinion.

Collaborators

In Odense they have tried to establish a service for hearing impaired similar to ours. Here they also had a hearing impaired librarian, who was managing the collection in the 9 month project period. The project was described as a success, but the municipality wouldn't grant the needed money to make the offer permanent. The Deaf - and Hard of hearing collection still exists, but without a qualified expert. In Aalborg they are working on establishing a Deaf- and Hard of hearing collection at the moment, but they do not have a hearing impaired librarian employed, but in return the staff is eager to learn sign language.

Both places have a school for deaf children, different places of education have students who are hearing impaired and organizations and clubs for hearing impaired. We have had a few meetings, and we at Ørnevej have promised to consult them. It works, but the most optimum situation would be to have a

librarian - hearing impaired or hearing - to manage the collection and serve the hearing impaired on their premises.

The Danish Parliament has just passed a new law on library activities which makes it possible to place the responsibility for different activities in various libraries, where the superstructures earlier was concentrated in county libraries. It is our hope and wish, that the superstructure for library services for hearing impaired will be placed in our library. Consequently we will provide more special materials to all libraries in Denmark and act as consultants for libraries regarding materials and target groups. We have already formulated some recommendations on accessibility for hearing impaired, which can be used in any library.

It is with great interest we have read The draft of '99 to Guidelines for Library services to Deaf People. We find that our services in many ways match the proposals in the draft. And we of course hope, that this will be of value, when the decision is taken on whether there will be a superstructure library for the services for hearing impaired, and chosen which library should hold this position. The legislation stipulates that in each municipality there must be a library, and we hope it will be natural to say: In each library there must be a collection of materials and a staff ready to meet the wishes and demands of the hearing impaired population.

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Innovations in Networking to Provide Electronic Delivery of Documents to Health Professionals in the Western Pacific

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Abstract

Initiated by the University of Guam's Robert F. Kennedy Memorial Library (RFK Library), access to biomedical literature for health professionals located throughout Guam and the Western Pacific has changed drastically over the past five years. One of the reasons for the tremendous change has been the emerging capability to transfer documents electronically using the Internet.

This paper will discuss the growth of technologies, such as electronic scanners, telecommunications capabilities, and new methods of electronic document delivery using the Internet, such as ARIEL, to drastically reduce the time to deliver documents to the health professionals, while also reducing costs for this service.

It will also outline RFK Library's partnering with various United States government agencies, OCLC, institutions throughout the Western Pacific, and local health professionals in the area to achieve this goal.

The paper will provide statistics about interlibrary loan activity, documents scanned and turn-around time for delivery of articles to health professionals as well as expectations for future innovations.

Paper

Over the past decade, the University of Guam's Robert F. Kennedy Memorial Library (RFK Library) initiated expanded and timely access to biomedical information for health professionals on Guam and throughout the Western Pacific. To understand the significance of the accomplishment of transferring documents electronically, it is important to be aware of the geographic distances, the history and the political diversity of the area. Stretched across 4,500,000 square miles of the central and western Pacific Ocean, over 2,200 small volcanic and coral islands make up the region of Micronesia, which means "tiny islands".

Lying west of Hawaii, south of Japan, east of the Philippines and north of Australia and the equator, the total landmass of all these tropical islands is less than 1,200 square miles with a total population base estimated at approximately 300,000. The expanse of water approaches the size of the contiguous United States, but the total landmass is less than that of the state of Rhode Island. To make this area ever more complex, not only are the islands of Micronesia spread over a large geographic area, but each island group has its own unique culture, language and government structure. "The inhabited areas vary from idyllic villages with no cars or electricity to the high rise resort developments of Guam and Saipan." 1

During World War II, Japanese forces occupied most of the Micronesian islands. After the war, all the islands except for Guam were placed under the administration of the United States by the United Nations and called the Trust Territory of the Pacific Islands. During the ensuing years, each island group negotiated its political status with the United States. Today, Micronesia can be divided into five separate political entities. The United States Commonwealth of the Northern Mariana Islands (CNMI) includes the populated islands of Saipan, Tinian and Rota, and after World War II were placed under Trust Territory administration. The Federated States of Micronesia (FSM), consisting of the island states of Pohnpei, Chuuk, Kosrae, and Yap, are in the Caroline Islands group. They too were administered as part of the Trust Territory of the Pacific Islands from 1947 to 1986 and are now an independent country under a compact of free association with the United States. The Republic of the Marshall Islands is another independent island group in the central Pacific Ocean, which also were part of the Trust Territory of the Pacific Islands until 1979 when the Marshalls Constitution was ratified and the Republic of the Marshall Islands was created. The independent Republic of Palau is another group of volcanic islands and islets in the Western Caroline Islands under Japanese administration until the end of World War II. In 1996, the islands of Palau were the last of the Trust Territory islands to negotiate a relationship and signed a Compact of Free Association with the United States. On the other hand, Guam has remained an U.S. territory since 1898, except during the months of Japanese occupation in World War II. Now, within the region, it is

considered to be the gateway to Micronesia and is the most economically developed of the Micronesian islands.

Given the varying governmental frameworks and the changing political leadership and status, obtaining consistent and reliable services funding for information, not only to health professionals, but for the population in general, has been a constant challenge. Under the administration of the Trust Territory of the Pacific, all the islands qualified for United States federally funded programs. Now, with their change in political status, several island nations have lost various United States federally funded programs, although they now qualify for aid programs from other countries such as Australia and Japan.

Yvan Souares, in a recent article appearing in Pacific Health Dialog, a publication of the Pacific Basin Medical Association, summed up well the challenging reality. In his words: "These islands are scattered over 30 million square kilometers of the Pacific, an area almost four times that of Australia. Ninety-eight percent of that area is water, leaving a total land area only half that of the Northern Territory of Australia. For seven million Pacific people, the development of human networks in these conditions is both a challenge and a prerequisite to socio-economic development." 2

The Beginnings

The driving force to this expanded access for health professionals had it beginnings in the early 1990's when the Pacific Islands Association of Libraries and Archives (PIALA) was established in 1991. The establishment of this multi-type library network grew out of the need to address the serious lack of information resources and human networks for resource sharing within the region, due in no small part to the lack of reliable funding and a commitment to library and archival development. From the beginning, this regional association was committed to fostering awareness, cooperation and resource sharing among libraries, archives, museums and related institutions of the Pacific islands.

With funding provided by the United States Office of Territorial and International Affairs, an organizational meeting was held at the University of Guam in February 1991 with participants from the Micronesian entities. At this meeting, the group named itself the Pacific Islands Association of Libraries and Archives (PIALA). Through the years, membership has expanded to encompass many other Pacific islands and countries worldwide. During the past ten years, conferences have been held annually to discuss the information needs of the area.

PIALA identified medical and allied health professionals within the region as one of the many groups of users with serious unmet needs. It found a partner to address these needs in the medical library network set up by the National Library of Medicine (NLM). One of the goals of the National Library of Medicine (NLM) is to provide access to and the delivery of information to health professionals, including those in rural areas and those serving minority populations. Another is to foster information access and resource sharing among not only health science libraries, but libraries of all types. These goals are carried out through its National Network of Libraries of Medicine (NN/LM) and within its eight regions, through its Regional Medical Libraries (RMLs). The Pacific Southwest Regional Medical Library (PSRML), with headquarters at the Louise M. Darling Biomedical Library at the University of California, Los Angeles, is the Regional Medical Library for the region that includes Micronesia. To this end, PSRML staff have been active in PIALA, presenting workshops and joint sessions at five PIALA conferences covering basic

healthcare resources, health reference resources3, consumer health resources4, resource sharing 5, and most recently accessing Western medical information 6.

In 1996, the University of Guam Robert F. Kennedy (RFK) Memorial Library was designated as a NN/LM Resource Library, further supporting the delivery of information and local resource sharing to all areas of Micronesia. This designation was fitting, as the University of Guam is the major post-secondary educational institution in the Western Pacific with the mission that states "The University exists to service its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia." 7

Electronic Document Delivery

Prior to 1998, all document delivery and Interlibrary Loan (ILL) activity throughout the Western Pacific was done either by using the postal system or FAX. Typically, documents would take from 2-3 weeks to arrive from the time the request was initiated. Moreover, the cost of Faxing materials was, and in many cases still is, prohibitively expensive. Additionally, the significant use of electronic mail and the Internet throughout the region did not begin until early in 1998. For the RFK library, the spring and summer of 1998 saw the revolutionary improvement to its document delivery service.

The journey toward electronic document delivery began at the RFK Library in May 1998 with the help of Dr. Joe Iser, then the Director of the Office of Pacific Health and Human Services of the United States Public Health Service in San Francisco when their office permanently loaned a document scanner to the library. Although the scanner was provided to support the provision of medical and allied health information to the Pacific region, in essence it revolutionized the entire ILL operation in the RFK Library. Document scanning is one of the essential elements in electronic document delivery in that the scanned material can then be electronically sent to requesters attached to an e-mail message. With this scanner, the RFK Library ILL department now was able to scan materials held at both the RFK Library and the Pacific Collection of the Richard F. Taitano Micronesian Area Research Center (MARC) at the University of Guam and then electronically send them both throughout the region and worldwide.

At the same time that plans for the loan of the scanner were in process, the University of Guam College of Education's Communicative Disorders Program and the Government of Guam Department of Education entered into an agreement with San Francisco State University in California to provide a summer distance education graduate program for students residing on Guam. To support the program, a rapid and widely used Internet electronic document delivery system was required. This requirement presented the opportunity for acquiring ARIEL, an Internet based software package used by a significant number of libraries to electronically deliver documents; and to also establish a publicly accessible Internet (IP) address for the RFK Library Circulation Department to use with ARIEL. ARIEL was purchased and installed in May 1998, thereby putting another essential element in place for efficient electronic document delivery. Finally, the last essential elements, a laser printer and another computer faster than the old "286" model, were purchased.

During the summer of 1998, working with San Francisco State University Library's ILL department in the first use of ARIEL, the RFK Library delivered a total of 79 documents to students in the program. Of the total number requested, 41% (32 actual articles) were received at the RFK Library within 24 hours, with the majority of the remaining articles received within 2-3 days. This

is particularly significant since there is an eighteen-hour time difference between the West Coast of the United States and Guam.

At the same time, the RFK Library also became a member of LIVS (Libraries Very Interested in Sharing), 8 a group of libraries using the OCLC (Online Computer Library Center) ILL system who agree to share their resources at no cost to each other. The RFK Library had already been a full member of OCLC since 1992, using it for both cataloging and interlibrary loan.

In a paper currently in press submitted to the Fiji Library Association Journal in October 1999, Cohen wrote: "With our membership in LIVS and the use of ARIEL, both our ILL costs diminished significantly and periodical articles are delivered at a phenomenal speed."9

With the RFK Library using the emerging technology and fostering partnerships all over the world to share resources, the medical and allied health professionals and students in the Western Pacific were among those to reap the benefits. As a designated Resource Library of the Pacific Southwest Region, the RFK Library has the responsibility for facilitating document delivery throughout the region. However, even before this designation was established, in the early 1990's, the RFK Library began using DOCLINE, the National Library of Medicine document delivery system and tried to promote the use of Loansome Doc, the user interface for ordering medical and allied health documents locally and throughout the region. Prior to 1995, almost all DOCLINE activity emanated from University of Guam users. From January 1995 to December 1997, a total of 151 requests were processed through Loansome Doc and DOCLINE, with very few coming from outside the University of Guam. Although the viability of delivering documents as attachments to electronic mail was demonstrated between doctors on the island of Kosrae, Federated States of Micronesia, and the RFK Library, this mode of document delivery was now feasible with developments on the requester's end. First the significant use of electronic mail and Internet occurred throughout the region in 1998. Second was the availability of a free software program, DocView, from the National Library of Medicine. Now, with the scanner and ARIEL in place and requestors capable of receiving and viewing the documents, RFK Library began electronically delivering Loansome Doc and DOCLINE requests whenever possible as e-mail attachments. In the fall of 1998, working with the Pacific Basin Medical Association, procedures were developed for regional electronic document delivery for members of the association and a deposit account with the RFK Library was established. Subsequently, several other deposit accounts were established for medical and allied health users.

Providing documents for medical and allied health professionals using Loansome Doc and the DOCLINE system has soared. From June 1998 through March 2000, a total of 314 Loansome Doc and DOCLINE requests coming from patrons in Guam and several regional libraries including those on the islands of Pohnpei, Palau, Fiji and New Caledonia were received and filled. In the first year, from June 1998 through May 1999, there were 91 requests; however, as the word spread and area health professionals were trained, the numbers soared so that from June 1999 through March 2000, the ILL department received 223 requests.

Moreover, of those 314 Loansome Doc and DOCLINE requests received at the RFK Library since June 1998, 30 were filled from the collections of the RFK Library and MARC's Pacific Collection, using the scanner and sending them as e-mail attachments. Of the remaining 284 requests, 250 were received

electronically through ARIEL and passed on as e-mail attachments.

Before using electronic document transmission, the usual time for documents to arrive was between a week to ten days, depending on the postal service. Today, requests are received within 2-3 days from the time they are entered into the DOCLINE system. During calendar year 1999, the average time to receive a document was 2.91 days. To appreciate the significance of this, one must consider that Guam is on the other side of the International Dateline and that DOCLINE is based at NLM, on the United States' East Coast. This means that when the RFK library opens on Monday morning, it is still Sunday in the Continental United States. An additional inconvenience, due to the time differences, is that because DOCLINE is not a 24-hour system, and the RFK Library staff can only use it during the morning hours of the workday, many of the requests might wait up to 24 hours or more before being sent.

Regional Resource Sharing Networks

With a viable, successful electronic document delivery service established at the RFK Library, serious efforts to expand resource-sharing networks throughout the Western Pacific are underway. In the past several years, resource-sharing relationships between librarians in the Micronesian region have been established, although communication between libraries was quite expensive and little activity occurred. However, now that electronic mail has become available to almost all the community college and public libraries in Micronesia as well as libraries on many other islands in the Pacific Basin, this is changing. Moreover, with the new modalities for electronically sending documents as e-mail attachments through the Internet, our outreach capabilities are greatly expanded.

In October 1998, a proposal that the RFK Library redefines the region in terms of resource sharing was implemented on an experimental basis. In the proposal's redefinition, the area of the region was expanded to include all the islands falling under the Secretariat of the Pacific Community, formerly the South Pacific Commission. With this experiment in place, the ability to provide lower cost document delivery to libraries in Fiji and New Caledonia has been implemented through the University of Guam. Plans to continue the experiment and promote the service are underway.

In an attempt to reduce costs, some worldwide reciprocal relationships have recently been established. In August 1999, the RFK Library and the Chiang Mai University Medical Library in Thailand agreed to provide each other cost free document delivery, as a result of networking at the IFLA 1999 conference in Bangkok, Thailand. Most recently, the Savitt Medical Library in Nevada also agreed to provide reciprocal cost-free document delivery using DOCLINE, much the same as The LIVS relationships with OCLC libraries. From October 1999 through March 2000, RFK processed 7 cost free requests and hopes to develop more reciprocal relationships.

Although the outreach efforts of the RFK Library have successfully provided medical and allied health information to users in the region; sadly, only those islands with trained, professional librarians and/or motivated medical and allied health professionals have taken advantage of this new modality. More outreach and training must be done to reach those that still remain "out of reach!"

Conclusion

Although so much has happened in the last decade of the 1900's in the development and implementation of networking, both electronically and between people, and in resource sharing in Micronesia and throughout the Pacific, there is much more work to be done. The RFK Library's experiment with redefining the region to include those countries under the Secretariat of the Pacific Community can be viewed as the foundation for establishing a resource sharing network modeled after LIVS, the OCLC based group of libraries.

In the past, the greatest challenges to sharing resources were the great distances between islands, costly airmail delivery or very slow surface mail and a profound lack of cost-effective communications capabilities. Today, although telecommunications is still problematical on many islands, the biggest challenge is education and training about resource sharing: what is it, what's out there, and how it can be done.

In a recent publication by Mary E. Jackson 10 on measuring ILL performance, she wrote: "From listening to the libraries identified in this study as best performers, I have discerned four characteristics the successful have in common: They make intensive use of technology for every step in the process. ... They routinely question every step in their processes and regularly make improvements and adjustments (that is, they think about how they are working as the work). They value service more that control, and they are willing to risk occasional errors for faster and better service. Finally, their library directors are intensely interested in and enthusiastic supporters of their efforts." (1998, p. vii). It is no accident that all aspects of the ILL performance at RFK Library has surpassed expectations, since the staff has willingly experimented with change to provide a dynamic resource sharing service in a developing region.

By cultivating the human networks established within PIALA, and through working with the Secretariat of the Pacific Community (formerly the South Pacific Commission), the Pacific Basin Medical Association and other groups, it is hoped that these resource-sharing networks will continue to grow throughout the entire Pacific. Moreover, with the support of PIALA, local librarians can be encouraged to work with medical and allied health professionals in their efforts to advocate for and implement funding initiatives and training opportunities -- essential to in developing further access to information.

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Telebook

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Abstract

The Central Library for the Blind in Israel recognised the limitations of existing catalogue systems used by libraries for the blind. Neither Braille nor recorded catalogues can provide a fully satisfactory system for the blind user.The "Telebook" was implemented by the Central Library for the Blind in Israel in 1994. Using modern mobile communication technology, "Telebook" allows the user ready access to the library catalogue through the telephone. Operation is quick, easy, and requires only an ordinary telephone.

Paper

Telebook

I will begin by making a general assumption, which seems to me appropriate in these times of dynamic technological progress, that a "printing revolution" is taking place in the world of the blind and visually impaired. There have been two stages to date: the first in 1824, when Louis Braille developed "Braille" writing, and the second with the application of the computer in converting written texts into Braille or voice.

But just as the printing revolution was not relevant to the illiterate, so not every blind or visually impaired person is able to use Braille or the new technologies. Those interested can nevertheless learn Braille and how to use equipment, and

thus widen the reading range available to them.
Libraries for the blind, which are the publishers of books in Braille, recorded books and large print books, today have the technological ability to increase their collections of books. The reason for the delay is not technological, but financial, because governments do not provide adequate budgets for this purpose.

Existing catalogues

The majority of Libraries for the Blind provide their readers with information about books in two ways: a Braille catalogue and a printed catalogue. Both of these methods have many disadvantages:

1. The Braille catalogue - the number of Braille readers is relatively small - in all 0.2% of blind people are skillful Braille readers. Even they have difficulty in locating a title in a Braille catalogue, which has many volumes, and in which each book is listed with additional details. Furthermore, a Braille catalogue does not help many to find the desired book as few readers can store it on their private bookshelves, and possessing one becomes an encumbrance.
2. The printed catalogue - The printed catalogue increases the blind person's feelings of dependency on others to have it read aloud so that he or she can choose a book. This leads to a sense of indignity, and disappointment that the Library for the Blind is unable to produce a catalogue suited to the limitations of the blind user.

In both of the possibilities mentioned, Braille and print, updating the catalogue on a daily, weekly or monthly basis is impossible, and so the users do not receive information about many of the books which are available to them. The number of titles in the Library grows, and the catalogue becomes encyclopaedic, but using it is very difficult.

The importance of the catalogue to blind readers

The main mission of a normal public library is to acquire books for the library shelves. The independent reader has many sources of information available to him concerning the book and its contents, whether through the media - radio, television, newspapers, the internet, or bookshops, or the terminals in different lending libraries as well as browsing through the books themselves. This is not the situation for the blind reader. Most of the communication channels which I have mentioned are closed to him because of his visual impairment, and browsing through the books on the shelves is not an option for the borrower.

The supply of books available in libraries for the blind is altogether more limited than in ordinary libraries, and this increases the importance to the blind reader of an updated catalogue with detailed information about the books and their contents. I do not think that it is an exaggeration to state that libraries should give priority to catalogue planning and consider it to be one of their most important activities. It is not enough that the book is on the shelf. It must also be attainable! It is very important for the user to be able to select a book according to his intellectual needs and individual preference. Therefore we have to provide as much information as possible about the books, and in a suitable format.

Many libraries are making efforts to find more suitable formats for their catalogues. A few libraries have recorded catalogues, others have them

available on diskettes or on the internet. Both of these systems provide partial solutions. It is true that the recorded catalogue releases the blind user from dependency, but it is very awkward to use for locating books and also to keep updated. Diskettes and the internet are only suitable for blind users who are expert in using computers, the number of which is relatively very small.

There is no doubt that there was a need for some creative thinking in order to find a way to provide users with a flow of information about the books, their contents, the number of volumes or cassettes and the narrators. The solution was found by the Central Library for the Blind in Israel, in the development of the "Telebook."

Telebook

The Central Library for the Blind contacted "Telemesser" a company specialising in interactive voice response systems, and presented the disadvantages of cataloguing systems for the blind as has been outlined. Our requirement was to be able to use an ordinary telephone, with no extra devices, as a terminal which could be connected to the computerised library catalogue. The basic supposition was that every blind person is able, and likes to use the telephone. No special instructions would be required. The use of computers is still not widespread amongst the blind population, and many are nervous to use them. The telephone, however, is available to everyone, twenty-four hours a day.

The Library for the Blind in Israel also recognised that the catalogue database is an information source which can be used for additional purposes besides ordering books.

The Process

The reader calls the telephone number 03 7652626 and receives a message that he has reached the database of the Library for the Blind. From here he is directed according to his choices - if he wants Braille, he dials 2, for recordings he dials 3, for large print, 4, for the Newsletter, 5. The next instruction will be "to choose a book according to the author, dial 2, according to the title, dial 3, according to its subject, dial 4, for books produced during the last month, dial 5." When searching for books the user has to dial the first letters of the title. In this situation the numbers act as letters, for example A = 01, B = 02 and so on.

The system is relatively straightforward and can be mastered with ease. Its advantages are that a book can be quickly located, and that the user can additionally receive summaries and other details including names of narrators. The catalogue can be updated daily, and ordering is done instantly. Most importantly, using this system, the blind person can order books independently, wherever he is and whenever he wishes.

Below is a diagram which explains how the system works.

The diagram is not available on-line, please contact author.

Analysis

The Library for the Blind started using "Telebook" in 1994. Like every change, it was received with mixed feelings, and we must take into account that a high proportion of the Library's users are elderly people who find it difficult to

embrace the modern technology. In order to help them to accept the new system the Library produced an instruction cassette, and a professional librarian was available to help select books for those who preferred.

Interestingly, we found that many of our users seem to be bad sleepers, and access the "Telebook" in the middle of the night. Statistical information reveals that the number of users of the "Telebook" is constantly growing as the following comparison illustrates: in January 1996 there were 877 calls, in January 1997- 1,014 calls, in January 1998 - 1,020 calls, in January 1999 - 1,021 calls, and in January 2000 - 3,189 calls.

At the beginning of my paper I emphasised that the most important mission of the Library is to supply information about the books, and it seems that "Telebook" provides a satisfactory solution. There are of course other ways of supplying information, for example last month the Library for the Blind opened its catalogue to internet users. With the assistance of a sighted person this gives the blind user an additional means of accessing the catalogue.

Conclusion - Mobile communication technology is developing dynamically. The internet will be connected to the cellular telephone, and information will be immediately on hand. The Library for the Blind in Israel anticipated this development in 1994. Using a cellular telephone, the users of "Telebook" already have at their disposal an informative, mobile catalogue, which can be accessed from any place and at any time.

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Making Stone Soup: library cooperation - a professional responsibility or necessity?

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Abstract

My talk is about resource sharing and cooperation among medical librarians. I will start with a story to illustrate my theme. Second, I will briefly discuss the professional dilemma between serving one's own clientele and helping others. Third, I will mention some common ways of sharing resources that improve service to one's clientele and help others, illustrating how today's Internet/Web environment positively affects cooperation. I will close with a few observations from my own experience.

Paper

My talk is about resource sharing and cooperation among medical librarians. I will start with a story to illustrate my theme. Second, I will briefly discuss the professional dilemma between serving one's own clientele and helping others. Third, I will mention some common ways of sharing resources that improve service to one's clientele and help others, illustrating how today's Internet/Web environment positively affects cooperation. I will close with a few observations from my own experience.

The story is the old folk tale *"Stone Soup"*. The basic story is familiar to many people in Europe and America. Perhaps there is a similar folk tale in the Middle East. There are many variations in the story depending on the source of the tale,

but the underlying principles of making stone soup are the same. In the version I will use today, the story starts with young woman preparing to leave home to go to the city to earn some money. Her mother and father are poor farmers and not able to grow and sell enough to support three people. Her mother packs bread and cheese and other food for her trip and the young woman sets off on foot. The city is farther away than she thought. Several days pass. She is tired and very hungry. She no longer has any food left and as she goes on her way, she stops and asks for food from villagers in each village she passes through. In each the villagers refuse to give her food, even a crust of bread. In fact, the villagers have hidden their food to prevent it from being stolen. It is clear that the villagers themselves have food, but not an abundance of it. However, they are unwilling to share even a small portion of what they have.

She becomes increasingly desperate. Without food she does not have the energy to walk. She realizes she will never get to the city to get a job to earn money and help her parents if she cannot obtain some food. Exhausted, she sits down under a tree by the path outside a small village. As she stares forlornly at the rocky path, she gets an idea. Since the villagers say they do not have enough food for themselves, she will offer to make stone soup for the entire village. She tells the villagers that since they do not have enough food, she will make stone soup for the entire village. She asks the villagers for a large pot in which to make the soup, water, and a place to build the fire. They have never heard of stone soup. They are curious about how one can make soup out of stones but they agree and provide a large pot and water. They help her build the fire. She finds several stones that are just the right size and puts them in the pot of boiling water. A few villagers stand around watching the stones in the boiling water. After the stones cook for a while, she points out that good soup needs salt and one villager volunteers salt. More villagers come and watch. She explains that these kinds of stone make very tasty soup but some carrots add a nice flavor. Soon the villagers are bringing carrots and then potatoes and later cabbage and onions. She mentions that if there were some beef for the soup, it would be good enough for a *"rich man's table"*. The villagers smell the wonderful aroma coming from the pot and are amazed that such good soup can come from these stones. Someone volunteers to contribute the beef and soon she declares that the soup is ready and fit for a *"rich man"*.

She invites the villagers to share the soup. The villagers hurry to set up tables, get bowls and spoons. Some bring bread and cider. Soon everyone is sitting at the tables enjoying a wonderful meal with the stone soup as the main dish! There is much good will and after dinner the villagers sing and dance. The young woman is invited to stay the night. In the morning she is given breakfast and some food to carry as she resumes her journey. As the villagers gather to see her off, they thank her. One villager said *"We will never go hungry, now that we know how to make soup from stones."*

The theme of the story is that when enough persons share resources, no matter how small each contribution, the result will benefit all. No matter how poor in resources they are and no matter how much their institutions may be competing, the medical librarians in many parts of the world share their resources, benefiting all. In the United States resource sharing among medical librarians is a tradition which has lasted over one hundred years. Not only is it a necessity, it has become part of the medical librarian's professional responsibility. I know of no medical library that has all the materials needed to satisfy all its users' needs for patient care, research, education or administration. Certainly, the large libraries depend on others less often than libraries with fewer resources. The librarians in large libraries, however, usually feel a responsibility to share. Often they share with other large libraries, however many share with smaller

libraries in their geographical region. They must find a way to do it so that their own users are not disadvantaged. One way to share and maintain service for their users is to provide copies of articles and not share physical volumes. This ensures that the titles remain available to their users. The library staffs copy articles or chapters from a book and send these in response to requests. They often charge for the copies to pay for the paper, maintenance of the photocopy machine, and postage. These charges are determined ahead of time as the average cost to supply ten pages of copy. The requesting library knows the charges before requesting an item. In these ways the supplying library offsets expenses incurred when sharing resources.

I am working in a hospital library. The library receives 100 current journal titles and has about 600 books. Each day I request copies of about 2-4 articles from journals that are not in the library's collection but are available in other medical libraries in the area. Each day, I also make copies of about 2-4 articles from journals titles I do have, in response to requests from other small medical libraries within the area. This document delivery service is a very important, basic way of sharing resources. It benefits the users in all the institutions and their patients. I allocate time each day to share my institution's resources. Medical librarians in other institutions allocate time to sharing their resources with me and with others.

My sharing activities are repeated hundreds of times each day across the U.S. Every work day, MEDLIB-L, a listserv for medical librarians sponsored by the Medical Library Association, has about 40 requests for copies of articles, information about managing their libraries, reference information, or discussion items. Librarians who need to find a journal issue containing a copy of an article a user needs, information about how to search a topic on PubMed, or to answer a user's question, put their requests on MEDLIB-L. In almost all cases at least one other medical librarian answers the request that day! Some recent MEDLIB-L questions have been about selecting scanners, searching PubMed for *"state of the art articles"*, locating a doctor in a particular institution in another country, benchmarking information, nursing policies, etc. In a way, MEDLIB-L enables the medical librarians to make *"stone soup"*. Everyone shares resources, physical resources and knowledge, with those who need it. As a result, medical librarians throughout the country are better able to help their users. Their users and patients benefit and the librarians themselves benefit because they increase their knowledge.

Resource sharing does not just happen spontaneously. As in the story Stone Soup someone has to start it off. If the villagers wanted to make stone soup regularly, they would have to decide when and, perhaps, how each villager would contribute. It is the same with resource sharing. Several librarians must get together and decide what they can and will share. It is important to set up some guidelines. Some librarians may be able and willing to make photocopies of articles. Someone in one library may be cataloging large numbers of books and willing to share that bibliographic data. If one library has a very large collection but not enough staff to copy the articles, it may be necessary to work out a way to fund or lend personnel to make copies for others. An easy and quick way to let others know that someone needs a copy of a specific article or information needs to be designed. It is also important to implement a way to notify all others that the request has been successfully filled, so others will not waste their time and energy also replying. Guidelines to ensure quality of service are needed. If you are making copies of articles, all need to agree to send the item within 2 or 3 days. If you are sharing cataloging data, the specific cataloging standards to be used need to be agreed upon. It is also helpful for small regional groups sharing resources to meet once a year or so to discuss

how the resource sharing is going. What, if any, problems do the participants have? Are there changes in the arrangement to be made? For example, to use the stone soup example, you don't want everyone contributing onions and no one contributing any of the other ingredients.

The common ways for medical librarians to share resources are:

- Providing copies of articles from journals
- Answering reference questions
- Answering questions about managing the library and its services
- Providing bibliographic data for books, serials and audiovisuals

There are other ways. Some libraries in a large regional area participate in resource sharing by indexing local journal literature for a regional database for which one organization provides access. In this instance a librarian agrees to index one or more local journals, usually from his or her institution or country, and to provide the citations and indexing terms to the database provider. In this case, it is important for the librarians doing the indexing to use a common controlled thesaurus of indexing terms, to use a standard citation format, and to provide the data in a reliable and timely manner.

If space is a problem in a library, it is both impossible and impractical to retain large numbers of older volumes. Some librarians get together and decide what older, infrequently used journal titles they will each retain. Each librarian in the group agrees to retain and provide document delivery service on specific titles. Then librarians in the group can discard volumes for which someone else is responsible, knowing that one of their colleagues can and will provide a copy of an article from that title if it is needed.

The Internet has made resource sharing easier. A group of medical librarians can set up a Listserv like MEDLIB-L to send requests to each member of the group. Small groups do not need sophisticated systems like the National Library of Medicine's DOCLINE. The group still needs to agree on what they will share and establish guidelines for the group, but they do not need complex software systems. Librarians can calculate the money, which can be saved through resource sharing on the Internet, and use that as one reason for funding an Internet connection in the library. There are, of course, many other reasons but this is one that can be quantified in terms of dollars. Economic reasons often are persuasive with administrators, but it is important to remember that resource sharing does cost money.

The Internet and Web have also provided new opportunities for establishing resource sharing arrangements. There are several areas currently very popular for resource sharing. Mary Riordan and Gerald Perry noted thirty examples of cooperative initiatives in their 1999 article in the Bulletin of the Medical Library Association . I will mention two. First, is sharing responsibility for the development of a list of high quality, important Web sites that contain health information. There are so many Web sites with health information that one librarian cannot be up-to-date. The commercial search engines are not comprehensive in identifying sites and they do not critically evaluate them. One librarian certainly cannot evaluate them all. Some groups of librarians have agreed to share the task of evaluating Web sites and sharing the evaluations. Each librarian or the librarians in an institution take responsibility for a particular subject area or several areas. The librarians agree on the criteria to be used in their evaluation, the subject headings to be used to describe the content of the Web site, and the format for distributing the information. Then, on a regular basis, the librarians read journals and search the Web for sites in their subject area. They apply the quality criteria. The National Library of Medicine's

Web site for MEDLINEplus lists the criteria used in selecting sites. These can be used or adapted for your use. The sites that meet the criteria are written up according to the format and the resulting data posted as agreed. It is important for the librarians responsible for the subject area to revisit the sites regularly to make certain that the site is still at the posted address and that the content still meets the evaluation criteria. Someone may ask why if groups are already doing this, why not just use their results? In some cases, you may be able to; but in others, you will want to build your own list of quality Web sites because your criteria or focus differ from others. There might be particular religious or philosophical approaches, special diseases or geographical areas you would want to emphasize for your list.

A second new area where cooperation is very useful is maintaining a list of journal titles or reference resources like the Physicians Desk Reference for which there is free Web access to full text. The titles and web addresses are constantly changing and the arrangements by which one can access the full text are frequently modified. In this area of cooperation, each librarian takes the titles in a subject area or a portion of the alphabet. They agree on the format of the final product, including the information to be given. For example, in addition to the journal title and the Web site address, it is helpful to know what years are available in full text and if there are any special access instructions. The final product is usually arranged alphabetically by the journal title. This is a project which one librarian can do, but after a time, most librarians find they cannot keep it up-to-date, so it is a task which is better shared among a group, even a small group.

A number of years ago when I was visiting medical school libraries in a country, I noticed that none of the libraries provided a document delivery system. Their serial holdings were published in book form and they all had the printed union list. But they never obtained a photocopy of an article from another library. When I talked with the faculty at the library school where most of the librarians had obtained their degree, I asked if they taught resource sharing through document delivery. The response was that of course they did. The discrepancy between what they taught in library school and the actual practice was explained as follows: *"We teach theory and philosophy in school."* Resource sharing must be practiced to be useful. The young woman in the story *"Stone Soup"* might have starved if the villagers had not contributed some food. I have been a medical librarian for thirty-four years. During that time I have visited hundreds of libraries which were involved in resource sharing. I have actively participated in resource sharing during my entire career. I have found resource sharing to be one of the most rewarding, and sometimes frustrating, aspects of my career in this profession. If you are not sharing resources now with other medical librarians in your region, I urge you to think about the story of the stone soup and think of one or two ways, you and a colleague can share resources to benefit you both and your users.

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Literacy, Libraries & IFLA: Recent Developments and a Look at the Future

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Abstract

In the past decade educators and librarians have become increasingly concerned about literacy-both the problem of illiteracy and the need to improve and promote literacy among those who already can read. In 1996, IFLA established a Literacy Working Group to recommend what actions IFLA should take regarding literacy. The Working Group's report and recommendations were presented in 1999 and turned over to the IFLA Section on Reading for consideration as part of its Action Plan for 2000-2001. This paper traces IFLA's previous involvement with the issue of literacy, summarizes portions of the IFLA Literacy Working Group's 1999 report, and presents the Section on Reading's immediate plans for promoting literacy and literacy programs in libraries.

Paper

Introduction

At the 1999 IFLA conference in Bangkok, IFLA's three-year-old Literary Working Group submitted its final report and recommendations to the IFLA Professional Board. In her report covering the years 1997-1999, Professional

Board chair Sissel Nilsen announced that in the future the Section on Reading, working with other groups, would "have responsibility for literacy questions-a theme that might well be one of IFLA's core activities in the future." The Working Group was disbanded and the Professional Board turned the report and its recommendations over to the Section on Reading for incorporation, as we saw fit, into our Action Plan for 2000-2001.

This paper addresses the Section on Reading's plans for keeping the literacy issue alive within IFLA and for moving ahead with specific (if limited) programs and projects. First, however, I want to provide you with some historical background and context for the Section's approach to the topic.

IFLA and Literacy

Several forces converged between 1989 and 1995 to put literacy on IFLA's agenda. In 1989, IFLA sponsored a pre-conference in Paris on the topic of public libraries and the illiteracy problem. The next year the IFLA Public Library Section participated in a pre-conference in Sweden on literacy and the role of the public library.

To focus world attention on the problem of illiteracy, the United Nations declared 1990 as International Literacy Year, and the United Nations Educational Scientific and Cultural Organization (UNESCO) was designated as the lead agency. The two principal messages International Literacy Year presented to the public were: 1) education and literacy were essential to the well-being of society; and 2) literacy and education were the responsibility of all sectors of society, not only schools and professional education. In 1990 the United Nations, UNESCO, the World Bank, and other international organizations sponsored the Education for All conference in Bangkok. The background papers on education and literacy did not mention libraries or the potential role that they might play in the campaign to eradicate illiteracy. IFLA and the American Library Association decided to send Lucille C. Thomas, an American school library leader, to the conference to represent libraries and their interests. Her report on how libraries could be "partners in meeting basic education needs" was submitted to IFLA and distributed at the 1991 conference in Moscow.

Literacy was the topic of an IFLA pre-conference seminar held in India in 1992 prior to the 58th general conference in New Delhi. Lucille Thomas presented a paper that was published in the IFLA Journal in 1993 under the title "World Literacy and the Role of Libraries." She provided an overview of developments around the world since 1990, focusing on the question "What Can Libraries and Librarians Do in the Literacy Effort?" In general, her answers-all valid today--focused on developing and interpreting collections, especially for new adult readers; cooperating and collaborating with literacy and literacy-related organizations; helping educate the public about literacy problems; creating and supporting family literacy programs for preschool children, and encouraging school libraries to reinforce basic literacy instruction by bringing children and books together.

Also in 1993 UNESCO published "Guidelines for Public Libraries Promoting Literacy," which was prepared by Barbo Thomas, a Swedish librarian, under contract for IFLA. She drew on the proceedings of the 1989 and 1990 pre-conference seminars, particularly the one in Sweden, which she had helped plan. Many of her recommendations coincided with those made by Lucile Thomas, especially the need to work in concert with other organizations at the national, regional, and local levels. In her report Barbo Thomas also advocated

greater cooperation at the international level.

At the IFLA conference in Havana in 1994, Sissel Nilsen and Francis Kaiser proposed the creation of a new IFLA core program for literacy and reading promotion. Their plan was based on a previous proposal made by the Standing Committee on Libraries Serving Disadvantaged Persons. The new core program's aim would be to "promote the advancement of literacy in the world and promote reading skills through libraries, including support for literacy among young people and people with disabilities, thus ensuring everyone's right to know and helping to secure democracy throughout the world." The proposal was broadened to include the promotion and implementation of the UNESCO Public Library Manifesto and endorsed by the Professional Board. However, at a joint meeting of the IFLA Executive Board and Professional Board in 1995, the recommendation for the new core program was rejected on financial and organizational grounds. Instead it was decided to create a Literacy Working Group that would study the feasibility of a major IFLA initiative in support of literacy programs in libraries.

Also in 1995, the Professional Board agreed to establish a new Section on Reading, combining the Round Table on Research in Reading and the Round Table on Children's Literature Documentation Centres. Seven goals for the new Section are outlined in the final 1995 issue of the IFLA Journal. Although these goals emphasize reading promotion, research about reading, and work with children, three of these goals-interestingly enough-also concern literacy. Maybe someone had an eye on the future!

The Literacy Working Group held its organizational meeting at the IFLA conference in Beijing in 1996. It was charged by the Professional Board (PB Doc 95-111) to propose a policy and specific course of action by IFLA, over the long run, to support the promotion of literacy and the development of reading skills through libraries, including support for literacy among young people and people with disabilities and to support the "right to know." Several members of the Working Group met at The Hague in March 1997, and the group was reorganized. Irene Sever volunteered to be chair and Martin Kesselman volunteered to be secretary. It was agreed to undertake an international survey "to determine the current state of affairs of libraries and literacy and to have some baseline data on where we are today." The questionnaire was reviewed at the conference in Copenhagen in 1997, and in March 1998 the Professional Board approved additional funding to support the distribution and subsequent analysis of the questionnaire. At the 1998 Amsterdam conference the goal of the survey was changed: it was to become "a worldwide snapshot of the role libraries and library associations play with literacy programs rather than a country by country analysis." A progress report/financial report was made to the Professional Board in October 1998, and a market research consultant was contracted to help with the analysis of the survey results. This is the report that was presented to the Professional Board last summer in Bangkok. It was prepared by Working Group secretary Martin Kesselman, and consultant Dennis Blyth on behalf of the Working Group.

Based on its discussions, its review of IFLA activities and documents and the survey results, the Working Group made six major recommendations in its final report: 1) IFLA must advocate the major role libraries play in the promotion of literacy; 2) IFLA needs to continue to develop guidelines for libraries in promoting literacy activities; 3) IFLA should serve as a clearinghouse for literacy programs in libraries; 4) IFLA should provide leadership in the development and provision of continuing education and training manuals for libraries and, where needed, translations of these into various languages; 5)

IFLA should serve as a major communications channel for literacy programs in libraries; and 6) IFLA should have a major role in focusing research on libraries and literacy.

In order for IFLA to begin carrying out these recommendations, the Working Group recommended "that IFLA request funding by UNESCO for a full-time Literacy Officer for Libraries for a trial period of two to three years." The officer would work closely with several IFLA Standing Committees and other organizations, developing grants and project proposals. After a period of two years, "this position should be evaluated and at that time the need for a permanent Literacy Officer, the establishment of a new core program or the designation of literacy activities within another core program should be re-examined."

Literacy and Libraries

I now would like to step back and look at specific ways that libraries might become involved in literacy. First, it is useful to expand on the distinction between illiteracy, which is the inability to read, and what Librarian of Congress Daniel J. Boorstin in 1980 labeled as "aliteracy." An "aliterate" is a person who knows how to read but for various reasons, does not. Closely connected is the person who knows how to read but whose abilities are limited. Such persons, at least in the United States, often are labeled "functional illiterates." The solution to illiteracy, an education problem, is teaching someone how to read. The remedy for "aliteracy" is motivational: reacquainting, or in some cases "reconvincing" people about the power and satisfactions of reading. For "functional illiterates" the answer often involves both education and motivation.

UNESCO defines a literate person as someone who can with understanding both read and write a short simple sentence about his or her everyday life. However, as the IFLA Working Group's report points out, it is difficult to come up with a single definition for functional literacy, which can differ among countries, cultures, and time frames. My major point is that libraries can help in each instance and no matter which definition one uses. Libraries are, above all, community education resources and places. Through their collections and services they can stimulate literacy, help instruct, and motivate interest in books, reading, and lifetime learning.

The Working Group report outlines three areas in which libraries can assist literacy activities: providing collections in support of literacy, actively participating in instructional programs for learners, and providing support services for literacy efforts by the library and other organizations. Regarding IFLA's potential role, the report is a little ambiguous. It acknowledges that the traditional route would be for IFLA to work through library associations, performing, I assume, mostly an educational function. Yet the report also notes the effectiveness of many grassroots literacy programs and, I think, implies that direct connections between IFLA and such programs should be considered.

It is this latter route, working directly with literacy organizations, that I think we should emphasize. This approach takes into account and might even bring together two recent trends. The first is the broadening of the role of libraries into a community information centers, whether that community be a school, rural district, town or city, college or university, government agency, or an institution with a specialized clientele. The second trend is the expansion of the definition of literacy to include not only functional literacy, but also family literacy, information literacy, and even computer literacy. Moreover, library and

information services are being expanded to include literacy in its expanded forms. In every case, whether information is available in a book, newspaper, or on a screen, the ability to read is a basic survival skill. As the American Library Association's 1999 pamphlet 21st Century Literacy points out, new technologies are increasing, not decreasing, the importance of the ability to read. The new literacy encompasses what libraries do best: enable everyone, without cost, to obtain, interpret, and use information from print sources, computers, and other media.

Immediate Plans of the IFLA Section on Reading

I think it was logical for the Professional Board to turn the report of the Literacy Working Group over to the Section on Reading for review and incorporation, as best we can, into our program and action plan. The advantage is that for several years literacy as been specified as one of the Section on Reading's interests. Moreover there are close personal and organizational links between the Literacy Working Group and the Section on Reading. Valeria Stelmakh, the past Section chair and Irene Sever, a longtime member, both played important roles in the Literacy Working Group. A bibliography about literacy by Irene Sever has been one of the Section's long-standing projects.

The disadvantage, at least for those who wish that IFLA would move faster and in a bolder fashion, is that literacy is only one of the Section on Reading's several areas of interest. The others are reading promotion and development, promoting research, educating others about the broad field of reading and reading research, and a special concern about the role of reading in the lives of children and young people. These topics are not unrelated to literacy, but each has its own set of interests and, if you will, its own constituency.

Nevertheless the Section on Reading hopes to increase IFLA's interest in literacy and its importance . By necessity our efforts will be limited and focused on specific projects. We hope and trust, however, that the momentum will build and we think there is a good chance of this happening. But first we need the help of others in IFLA who share our belief-and the belief of the IFLA Literacy Working Group-that libraries have a major role to play in the worldwide reduction of illiteracy and in the promoting literacy generally.

The Section on Reading began including literacy as part of its IFLA programming in 1998. At the Amsterdam conference that year and again in Bangkok last year, the Section sponsored open sessions about reading promotion activities in the Netherlands and Southeast Asia, respectively, and both of these sessions included information about literacy as well as reading promotion projects. In Amsterdam we hosted a very successful all-day workshop on the topic "Literacy and Reading Services to Cultural and."Linguistic Minorities." It featured six presentations that combined research findings and descriptions of successful projects, a panel discussion among experts who work with minority language groups, and poster presentations describing literacy and reading projects from around the world. A booklet containing the papers is still available.

The Section on Reading also has expanded its newsletter to include more news about both reading promotion and literacy projects. A new column, "Current Research in Literacy and Reading," contains selected abstracts and descriptions of current research in the fields of reading and literacy. This column as well as the entire newsletter and other Section news can be found on IFLANET, the official IFLA Web site.

In Jerusalem, in addition to this program, we are sponsoring a workshop on "Library-Based Programs to Promote Literacy." The goal is to bring together librarians and other experts from several countries and regions to explore library-based programs for promoting literacy. We are interested in programs for both children and adults, as well in as the factors which make for a successful program, the sustainability of program, the training of staff, providing materials for new literates, and of course obtaining funding for literacy programs. Our objective is to work towards a program or workshop at the Boston conference in 2001 on developing guidelines for libraries in promoting literacy activities. Such guidelines, as pointed out in the Literacy Working Group's report, must be cooperative efforts involving several IFLA groups.

This leads me to a final point. The Section on Reading cannot perform this task alone. Partners are needed within IFLA, particularly from various Standing Committees, Sections, Round Tables, and , when appropriate, Core Programs. A valuable appendix in the Working Group's report lists the various literacy and literacy-related activities of IFLA's various standing committee and round tables during the past decade. It includes the expert meetings, seminars, workshops, projects, and publications. IFLA, this record shows, already is deeply involved with literacy as a topic and issue. Our problem, as I mentioned earlier, is the lack of a focal point. The Section on Reading cannot by itself be that focal point, but we can help through specific programs and projects and through trying to raise IFLA's awareness of the importance of the issue. More time is needed, but so is more help. As Section chair, I welcome participation in the programs we have planned and ideas from other IFLA unit heads about how we can work together. I also point out that on the literacy issue, IFLA also needs outside partners, including UNESCO, the World Bank, and other organizations concerned with literacy and education.

I will close with a quotation from the Literacy Working Group's report that succinctly describes both the importance of the issue and IFLA's possible future direction : "Literacy is an issue that touches all parts of our lives and is of concern to all libraries worldwide. Reading and its promotion as well as information seeking skills are and will continue to be critical skills for lifelong learning. A major thrust for literacy programs by IFLA and by libraries, with assistance and leadership from IFLA, can be a major catalyst for global change and have a positive impact on many levels-(including) education, health, and social and economic vitality."

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Is there a need for a library twinning focal point? The IFLA twinning project and beyond

Pauline Connolly
IFLA Programme for UAP

Paper

I have posed the question as to whether there is a need for a focal point to which libraries can turn when seeking a twinning partner. In this paper I am going to relate the experiences of the IFLA Twinning Project, but for those who are not familiar with the project I will start by telling you how the project evolved.

Background

The IFLA Twinning Project is an international twinning database which has been developed and maintained by the IFLA Programme for Universal Availability of Publications (UAP), thanks mainly to generous funding from the Unesco PGI Programme. The system acts as a kind of dating agency aiming to match libraries as closely as possible, based on the benefits they are seeking from the partnership and the benefits they can offer to the partner. Although work in the area of library twinning has been carried out by several other organisations, the IFLA UAP Office is the first established focal point to which all libraries can turn when seeking twinning partners.

From the outset the Office only aimed to identify potential partners and 'introduce' them to each other. From that point, the libraries concerned would be responsible for the establishment of the twinning arrangement. Unfortunately, IFLA does not have the resources available to help with any financial aspect of the arrangement such as funding for exchange visits or the mailing costs of exchanging material.

Since the database was initially set up in October 1996, a large number of different

types of libraries have expressed an interest in the concept of twinning. Each of these libraries has been sent a questionnaire to provide the Office with sufficient information about the library to try and identify a partner who will fulfil their requirements. Apart from full contact details, other areas covered by the questionnaire include:

Statistical data

- Type of library ie national, academic, public etc
- Size of collections, both monographs and serials
- Number of staff employed by the library, both professional and support staff
- Source of financial support available, if any

Objectives of the library in seeking a twinning arrangement

- General areas of co-operation sought such as increasing cultural awareness, exchanging ideas on general library practice, interlibrary loans and exchange of publications, duplicate materials or catalogue records
- Specific benefits sought which, in addition to the general areas of co-operation, may include development of literacy programmes and attainment of expertise in areas such as information technology and preservation
- Specific benefits offered in similar areas

Details of library sought

- Similar type, public, academic etc
- From a specific geographical region
- From a technologically developed or less developed country
- Library holding similar subject material

A high percentage of the questionnaires were returned from a host of different countries and the information was entered on the database but, from the outset, a certain amount of difficulty was encountered in trying to identify suitable partnerships. The major obstacle in initially identifying a suitable match was the diversity of the libraries on the database both in type and geographical location. It was difficult to find similar types of libraries who were from the geographical region requested by the individual libraries.

Additionally, many of the questionnaires were completed by public libraries from less developed countries that were seeking partners in technologically developed countries to act as kind of foster parents. Unfortunately, no reciprocal applications were received from technologically developed countries that were prepared to form a relationship on this basis, which is understandable, as the foremost idea of forming any twinning partnership is that the arrangement should be mutually beneficial. As you will see from the chart a large percentage of the completed questionnaires came from African countries. Most of these were requests from public libraries. Although the chart indicates that a large number of questionnaires were completed by European libraries, only three of these are public libraries.

Of these three, one is a library in Russia which carries out the function of both public and scientific library but preferred not to be twinned with a less developed country. Consequently, we attempted to find a library which held similar material and was from a technologically developed country. Between the end of 1996 and early 1999 we offered them three partners, an institute of technology in the United States, a university library in the UK and a technical library in Hungary. Despite every attempt being made by the Russian library to establish contact with each of these libraries they have still failed to set up a partnership with one of them. The UK library wrote to

say that due to changes in staff organisation they were not currently in a position to devote the necessary resource. We have received no feedback from either of the other two despite sending regular follow-up letters.

Another of the three European public libraries is a county library in Ireland which we did match with an African regional library in Tanzania. This partnership seemed to be progressing well with correspondence continuing between the two librarians. Some literature was sent from Ireland and the Tanzanian librarian promised to prepare a Memorandum of Agreement. However, I then received a letter from Ireland from which it appears that the Tanzanian library is not in a position to pursue a twinning initiative at this time, although the Irish librarian is still very interested in twinning should another suitable partner be identified. He also said that he feels that Tanzania would probably see more benefits in twinning with a larger and better resourced library service.

Further progress

From an administration point of view the Office was becoming increasingly short of resources to continue with the development of the database and, in February 1998, the Director of the Programme applied to UNESCO for further funding. A sum of $3,000 was generously promised and work was able to continue. Since that time several initiatives have been taken to try and overcome the difficulties previously encountered.

Re-organisation of the database
I, as administrator of the database, attended a course on the use of Access, which was the software programme already used. With the increased knowledge acquired from this course I reorganised the database in an attempt to simplify the identification of suitable partners. However, this did not seem to alleviate any of the problems that we had already encountered.

Promotional leaflets French and Spanish versions of the promotional leaflet have been produced and widely distributed at conferences and workshops. These leaflets, together with the English version, have been put on INFLANET, the WWW home page of IFLA. (Website address: http://www.ifla.org/VI/2/p4/proj4.htm).

IFLANET
Libraries who have been on the database for some considerable time and for whom a suitable partner has still not been found are 'advertised' on IFLANET. A short summary of the needs of each library has also been included. Links have been made from each version of the promotional leaflet to this list.

ALA Conference
A poster session was held at the ALA conference in 1998. Posters demonstrating the aims and development of the project were displayed and a number of cards advertising the needs of each of the libraries for which partners have not been found were also made available. The session attracted a huge amount of interest by participants from all over the world and most of the cards were taken. Many participants left business cards and further information was subsequently sent to them.

American Libraries
Following the conference, at the suggestion of the President of the ALA, an abstract was submitted to American Libraries with a view to writing an article promoting the project to as wide as possible an audience.

Sister Libraries
A meeting was arranged with Joan Challinor of NCLIS to discuss methods used by

them in successfully implementing Sister Libraries, a similar project. We had already corresponded with Beth Bingham during their period of setting up the project. This project has been successful but it was facilitated by the cities already being part of an existing twinning arrangement. Also, the initiating libraries are all situated in the host country of the project. However, several ideas were exchanged and the meeting proved to be very useful.

Sister Libraries 2
A second phase of Sister Libraries was initiated by the ALA and Michael Dowling, Director of the International Relations Office, sent out a message on IFLA-L asking for libraries interested in forming a relationship. A list of unmatched libraries from the twinning database was sent to him.

Routine maintenance
For each of the questionnaires received the following procedures are followed:

- Enter contact details on the database
- Check whether any library already on the database meets the criteria and if not:
- Send letter explaining that further contact will be made as soon as a suitable partner is identified
- If a suitable partner has not been found after four months send a further explanatory letter
- If, after a further six months, a partner has still not been found enter on IFLANET and send letter to say that no further action will be taken unless a partner is identified.
- If there is a library already on the database which meets the criteria:
- Send letters to each library giving contact details of the other together with some guidelines on establishing a twinning partnership. The details of the libraries are switched to a different database
- After four months write to each library asking for developments in the partnership
- If no reply received to first letter a further letter sent after six months
- If still no reply, no further action taken.

If one library decides not to proceed with twinning the other library is re-entered on the original database.

If one or both libraries decide not to proceed with that particular partnership but would prefer different partners both libraries are re-entered on the original database.

Despite these positive steps the project has still met with limited success. The diversity of the libraries remains a major problem. Although the majority of libraries are public or academic (which include universities, schools and youth centres), there are other types such as national, scientific, parliamentary, library for the blind, auction house, and ecology centre. This diversity, coupled with different geographical regions, has resulted in finding a library to match exactly the requirements of the other library being almost impossible. However, several partnerships have been identified where the areas of interest have been similar and the libraries introduced to each other.

Unfortunately, despite regular follow-up letters, feedback from these 'twinnings' has been poor and it is uncertain whether any have met with total success. From the replies that have been received several have decided that they do not wish to continue with the partnership and have not always given any reason for this decision. Amongst the reasons that have been given are:

- Geographical distance too great

- The identified partner not considered suitable
- Unable to get a reply from the partner

In two cases the partnership has arrived at the stage of drawing up a memorandum of agreement and then one of the partners has withdrawn. In only one case has the feedback continued to be positive with reports of exchange of material and a possible student visit. We are aware that there are some existing twinning arrangements, which have proved to be successful, but these have not been initiated by this project. If a library itself initiates a partnership it could be that more resources are available and also the librarian may be more enthusiastic in establishing and developing the relationship.

In a further attempt to find partners it was decided to use an individual approach to actively seek out libraries to match the criteria of those on the database. For example, to find a partner for a national library of a small country, the national library of a similar sized country and one which it was felt already had some allegiance, was approached. The reply was "The Library is currently in the middle of a strategic planning process and is not in a position to consider such a suggestion until reorganisation has been completed. In the event of the Library considering such a suggestion, we would probably want to consider a library which is geographically closer." Another approach did meet with a little more success when the Dutch Library Association was approached to help with a request from a library seeking a Dutch-speaking partner. The Librarian kindly placed an announcement in their professional magazine and a reply was received from a Dutch library. The two libraries were introduced but no feedback has been received.

We did receive some helpful feedback from a library service in Jamaica for whom we had suggested a regional library in Tanzania as a suitable twinning partner. Despite several attempts to contact this library the Jamaican library had not met with any success and we also failed to get any response to several follow-up letters. The Director of the library service in Jamaica felt that her efforts had brought into sharp focus the difficulties that inhibit the concept of a twinning arrangement and listed her observations as follows:

"The most important needs in twinning are:

1. Staff exchange/training
2. Assistance with collections development including donation of material
3. Transfer of programmes

In the first two very necessary areas, funding is the key factor and, regrettably, there is a death of funds, usually on both sides, to support such products. Invariably, twinning in these areas exists on a donor/recipient basis which predicates an imbalance in the fortunes of the partners.

The third area, transfer of programmes, is also best accomplished by exchange of personnel for training and/or donation of equipment. Again, the problem of funds surfaces".

So, once again it would seem that the funding, or lack of it, has been the major obstacle in successfully initiating any sort of agreement. Establishing and maintaining a successful twinning partnership requires an enormous long-term commitment on the part of the librarians of each of the institutions involved. In the present library environment where budgets are strained to the limit and staffing similarly stretched such a commitment becomes yet another drain of these valuable resources.

However, taking aside the funding problem could it be that other factors are currently

affecting the need to enter into any formal partnerships? During the short life of the project overwhelming changes have taken place in libraries, especially due to the impact that modern technology has had on the communication process. 'Talking' to other libraries in all parts of the world has become an everyday occurrence through access to more and more Internet mailing lists. If we take a closer look at the objectives and aims of the libraries originally seeking a twinning arrangement it is clear that at least some of these can now be fulfilled without the need to enter into an individual partnership.

Exchange of ideas on general library practice
Internet mailing lists are now an ideal platform from which libraries can share or exchange ideas.

Interlibrary loans
Initiatives such as the very successful IFLA Voucher Scheme have introduced a quick, cost effective and easy payment system for all interlibrary loan transactions.

Exchange of catalogue records
Much of this information is now readily available on the Internet - not only library catalogues but also published articles and information in general which libraries may find useful.

Whilst technology has not had the same impact on the following aims there are other reasons why, when it actually comes to developing the relationship, one or both of the libraries may have second thoughts.

Increasing cultural awareness
Whilst the difference in culture can be an enlightening experience it can also create obstacles or barriers in developing a successful partnership

Donation of publications and other library materials
This area is generally more beneficial to partners from less developed countries and tends to acquire the status of a gift programme rather than a mutually beneficial twinning arrangement.

And finally

Exchange of staff
This is the one area which does largely depend on funding being available, possibly from outside sources.

Conclusion

In conclusion, it is disappointing that the project has not met with more success despite the database having been widely promoted and every effort made to follow up the progress of suggested partnerships. It is apparent from the interest shown that there is a place in the library world for twinning partnerships but it is debatable whether there is a need for an international focal point. Most libraries have definite ideas of the type and geographical location of potential partners and it may be more fruitful for them to initiate their own search. Modern technology, such as the Internet and mailing lists, is an ideal place to advertise the requirements of the initiating library and although not available to everyone at the present, it is becoming increasingly so. Hence the question "Is there a need for a library twinning focal point?"

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IFLANET Search Contacts
Annual Conference

66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August

Conference Proceedings

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A New Culture of Assessment: Preliminary Report on the ARL SERVQUAL Survey

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Abstract

Texas A&M University and the Association of Research Libraries (ARL) under the New Measures initiative is engaged in a project to evaluate service quality in research libraries using an augmented SERVQUAL instrument. In spring 2000, 13 ARL libraries in North America invited a random sample of students and faculty to take the survey through the web. The pilot project evaluates the efficacy of web-based survey instruments, and the augmented SERVQUAL protocol will be tested for its usefulness in measuring service quality from the user perspective in research libraries. The project plan will be discussed, and preliminary results reported from the administration of the survey to selected ARL libraries in spring 2000.

Paper

Background

The 122 member libraries of the Association of Research Libraries (ARL) are among the most important research facilities in the world. While encompassing a cadre of public and specialized libraries, its membership is composed primarily of libraries from 111 of North America's preeminent universities. The membership shares a commitment to excellence in support of research and instruction. In large measure, that commitment is acknowledged by the

post-secondary world. Its members are generally regarded as the apex of an important pyramid of more than 3,000 post-secondary libraries on the continent. Their richly diverse collections support the missions of the institutions of which each library is a part and draw scholars from around the world who seek to mine their treasures.

In order to more effectively serve the broadly diverse constituency of students and scholars dependent upon these unique resources, the Association of Research Libraries (ARL) has undertaken a three year program to test and develop new service effectiveness measures among its members. The study enables ARL to re-examine traditional methods of assessing effectiveness while testing new theories to measure delivery of high quality services to those who avail themselves of critical research library resources. The need for new measures is common to all libraries. While the research is grounded in the research library community, it is possible that the emergent tools, with further research in other library cohorts, could be extended to post-secondary libraries generally.

The introduction of new effectiveness measures could not be more timely. Demands for accountability are sweeping higher education. Academic research libraries are confronting a watershed of change more compelling than anything encountered by the world of scholarship since the advent of the printing press in the 15th century. The costs of scholarly communication are rising more rapidly than any other aspect of the post-secondary environment. The confluence of the spiraling information explosion, almost unsustainable inflationary pressures, and the application of information technologies to the collection and dissemination of knowledge bring unparalleled challenges as well as opportunities. Nowhere are those challenges more in evidence than among the member libraries of the Association of Research Libraries.

What however constitutes excellence? How does membership demonstrate to its diverse constituencies that ARL libraries are delivering the best possible services from the considerable investments that are being made in their operation?

The ARL-sponsored project charts a bold divergence from the measurement practices now in place among the nation's research libraries. Currently, member libraries are evaluated mechanistically. The standard measures assume a single objective reality, and all ARL libraries are evaluated one against the other on an index composed of five expenditure-driven variables (ARL 2000):

- Total operating expenditures
- Total professional plus support staff
- Total current serials received
- Total volumes added
- Number of volumes held

The relationship that emerges between expenditures and excellence is widely assumed but never empirically demonstrated. Indeed, the focus on expenditures is widely at variance with new demands for evaluation and accountability. There is a growing awareness that North American research libraries represent a rich and complex fabric rather than a single objective reality that can be explained by such an index.

The problem of assessment plagues North American research libraries. For several years, ARL has espoused initiatives to develop new measures that research libraries can use to better describe and assess their operations and

value. Those measures are now lacking. Indeed, the North American practice of evaluating research libraries on the expenditure metric explained above is widely criticized. Each member is mechanically assigned a ranking without analysis of the unique shaping forces in place or the particular roles and responsibilities of the universities of which each library is a part. The metrics, for example, make no distinction between the service context of a large public land grant university and a private, largely graduate institution, with more tightly focused missions.

The ARL SERVQUAL pilot represents a significant innovation that will provide research libraries with a well-grounded theory of library quality based upon user perceptions and will facilitate the wisest allocation of available resources. Meaningful local information will be obtained permitting libraries to identify those dimensions of quality most in need of attention, permitting energy and resources to be focused where needed most. Additionally, it may be possible to identify "best practices" among selected cohorts, enabling administrators to consider lessons learned elsewhere for their applicability to the local experience.

The study is responsive to a call among post-secondary leaders for assessments that permit a deeper understanding of local quality issues while continuing to explore the nature of the relationships among research university libraries. As outcomes are better understood in the context of each university culture, those understandings may provide "best practices" guides for others seeking to correct deficits their own analyses may have identified.

The ARL purpose is to ensure that the research library mission is meaningful to and supportive of its diverse student and faculty clientele, allowing testing of traditional constructs and beliefs. The applications to teaching, learning and research are apparent. Expenditure-driven metrics have no demonstrable correlation to effectiveness. The ARL SERVQUAL project focuses upon user perceptions of the delivery of library services relevant to their needs. Where there are deficits, libraries will have the opportunity to make improvements that fit the local situation. A cohort of best practices across all the dimensions that define library quality may emerge, facilitating the efforts of administrators to best tailor available resources to the institutional mission. Trends across the dimensions can be identified at the national level, placing local results in an important context for librarians and campus administrators alike.

Significance of the Initiative

Research libraries command vast resources on their campuses. In their aggregate, ARL libraries required 2.5 billion dollars to operate in fiscal year 1997-98. Costs of the journals and electronic information sources inflate by double-digit rates annually. Despite innovative strategies to counter rising costs, these libraries are increasingly being called upon by their institutions to show accountability and value in relation to the investments made and the needs required by the university. This accountability and value-added performance is not being fully assessed by college and university libraries at this time. Additionally, libraries must be more inventive, agile, responsive, and effective in order to hold the attention of faculty, students and administrators and in order to respond to the unparalleled changes in the environment forged by the technological revolution. The delivery of new and responsive services and products required by the user community is a central issue of accountability. The need to be both agile and innovative is a result of the acute attention paid to expenditures and performance, and their relation one to the other. Research libraries have not escaped this attention, and as one of the largest budgetary

units on campuses, must be ever more articulate about how and when they are adding value to the overall performance of the institution.

The three-year study is one of several initiatives launched by the ARL New Measures program. The study proposes to answer the demands for accountability by enabling member libraries to measure the effectiveness of library services through user perceptions of service quality delivery. It is a practical reform initiative that has broad acceptance and support among the membership among whom the call for new measures is universal (ARL 1999). The assessment tool is grounded in the Gap Theory of Service Quality, developed for the for-profit sector by a marketing research group in the 1980's by Parasuraman, Zeithaml and Berry(1985). Their ground-breaking research led to their development of the SERVQUAL instrument which undertakes to measure service quality across five dimensions: reliability, assurance, tangibles, empathy and responsiveness.

The ARL-sponsored study makes several contributions. At the conclusion of its three-year project, the ARL model intends to:

- make the administration of the service quality instrument transparent at the local level,
- develop the normative data that will permit institutions to surface best practices, and
- make it possible to identify national trends while at the same time distinguishing situations of importance to the local institution.

Equally important, because of the transparency and ease of administration-requiring no local expertise-with additional qualitative research and re-grounding of the instrument to different library environments, the potential library client base could be expanded.

Design

The ARL project undertakes the measurement of service quality in research libraries on a national scale, using an augmented SERVQUAL instrument. This is ARL's first effort ever to capture and score data from a user survey using the world wide web. For the first time, the measurement of educational outcomes from the user perspective will be made known. The huge national investment in research libraries will be evaluated in the context of user perceptions of service quality.

The project intends to make four fundamental contributions to the measurement of effective service delivery of library services:

- First of all, it proposes to shift the focus of assessment from mechanical expenditure-driven metrics to user-centered measures of quality.
- Secondly, it will undertake to re-ground the SERVQUAL protocol, developed for the private sector to meet the needs of research libraries.
- Thirdly, it will undertake the analysis to determine the degree to which the information derived from local data can be generalized across the larger cohort group, providing much-needed "best practices" information.
- And finally, it will demonstrate the efficacy of large-scale administration of user-centered assessment across the world wide web in a manner all but transparent to the local institution.

The ARL project has its origins in the experiences derived at Texas A&M University Libraries over six years in translating the SERVQUAL instrument to

the research library context. Administering SERVQUAL as an assessment tool for library performance in 1995, 1997, and 1999, the Texas A&M experience determined that the dimensions evaluated by the standard SERVQUAL instrument need to be adjusted for use in the research library context (Cook, Thompson, 2000a). Corroborating results found elsewhere in the literature, Texas A&M found only three library service dimensions isolated by SERVQUAL:

- *tangibles*, i.e., appearance of physical facilities, equipment, personnel, and communication materials;
- *reliability*, i.e., ability to perform the promised service dependably and accurately, and
- *affect of library service*, which combines the more subjective aspects of library service, such as responsiveness, assurance, and empathy (Cook, Coleman, Heath 2000).

The project adapts the SERVQUAL instrument across the three dimensions identified at Texas A&M. It will also test two additional dimensions whose presence emerged during an extensive series of interviews conducted with faculty, graduate students and undergraduate students at universities participating in the pilot study: *(1) access to library collections and information resources as a responsiveness issue and-transcending the tangibles dimension-(2) the provision of an environment for study, collaboration, and reflection* (Heath, Cook 2000).

One of the central questions surrounding the use of the SERVQUAL protocol is whether it is useful for cross-functional analysis and comparisons over time as well as of strategic and diagnostic utility. There is little question that SERVQUAL serves as a useful tool for management decision-making at the local level. The studies at Texas A&M (Cook, Thompson, 2000a), and Maryland (Nitecki 1996) and others amply demonstrate that usefulness. Further study is required and perhaps further adaptation is necessary before making statements about whether results can be generalized across institutions. If, however, the research library community could adopt the instrument as a mechanism for setting normative measures, institutions could be recognized and then be further investigated to identify the best practices resulting in high marks for service satisfaction among users.

The overall design of the project is described more fully in the following section. Twelve ARL member libraries have been selected to administer to a sample of their patrons, a common, modified version of the SERVQUAL instrument. The twelve encompass: the University of Arizona, the University of Connecticut, the University of California, Santa Barbara, the University of Houston, the University of Kansas, Michigan State University, the University of Minnesota, the University of Pennsylvania, Pittsburgh University, Virginia Tech University, Washington University, and Virginia Tech University. A larger cohort group has been identified to carry the project into Year Two (2001), the final year of the Texas A&M-conducted study. In keeping with the concept of transparency, the work of the local institution will be limited to development of the respondent sample and assisting the design team with the look of its customized web-based survey instrument. The ease of local administration is a key concept to introducing new measures of assessment and accountability.

The research design is grounded in research libraries. There are three aspects of replicability that underscore the strength and the value of the ARL study:

- First of all, the survey is web-based, and its administration is transparent to the local campus,
- Secondly, while the ARL pilot undertakes to administer a newly-grounded version of the SERVQUAL instrument, the hardware system developed by the Texas A&M design team for survey administration and the software developed for data collection and scoring can accommodate any instrument, an important step in enabling theory-building in the new measures arena.
- And finally, while the theory initially under development focuses squarely upon the needs and requirements of research libraries, the tools could be re-grounded and tested upon other types of libraries. Phase Two will include libraries from outside the ARL community in order to investigate those issues.

The research design, supporting the implementation of key reform ideas, can be applied by all libraries. The robust evaluation of the data captured and scored during the pilot phases will help broaden the understanding of how effective the new measures are in meeting the calls for accountability. The far-reaching plans for dissemination, including key international conferences and a theory-building monograph, will help share the lessons learned across the post-secondary community.

Significance of the Project's Design

There are few web-based paradigms in higher education in any field. The initiative occupies the unique position of being a pragmatic, applied project that is at the same time on the leading edge of theory-building. Nothing of this scale has been attempted in the public sector with the SERVQUAL instrument. The ARL project gains its initial impetus from the experiences derived at Texas A&M University over six years in translating the SERVQUAL instrument to the research library envirnoment. A series of approximately 40 questions are asked across the five dimensions the survey undertakes to measure. For each question, the respondent is asked for impressions on library service performance according to (1) minimum service levels, (2) desired service levels and (3) perceived performance on each. For each question, gap scores are calculated between minimum and perceived expectations and desired and perceived expectations. The zone of tolerance is the difference between the minimum and desired scores. Optimally, perceived performance assessments should fall comfortably within that zone. What administrators look for are scores that fall outside the zone and falling trajectories over time, that while they may still reflect scores within the zone of tolerance, are nonetheless areas of concern. The Texas A&M design team acquired the hardware, designed a web form for collecting the data, and developed the software for scoring the results (Cook, Heath, 1999). The following paragraphs outline the unfolding of the project over its three-year life.

Selection of Participants and Re-grounding of SERVQUAL Instrument.

The 12 participants of the pilot project were identified in late 1999 and liaisons were appointed to work with the Texas A&M design team. In December 1999, the liaisons and most directors from the 12 schools met with the Texas A&M design team at the American Library Association Meeting in San Antonio to discuss pilot requirements and timelines. After ALA, most of the participating libraries were visited with the purpose of building theory, qualitatively re-grounding the SERVQUAL instrument through a series of interviews with

faculty, graduate students and undergraduates. Between 60 and 80 interviews were conducted on the campuses of the home institutions to hone the questions in the SERVQUAL instrument and to assist in identifying any additional possible dimensions. The interviews of faculty and students were transcribed and then subjected to content analysis. The final version of the SERVQUAL questionnaire was placed on the web in March, 2000. York University in Canada served as the first site to respond.

Procurement of Hardware and Software/Development of the Web Instrument.

Texas A&M University procured and installed a Dell PowerEdge 4300 Server and two Dell Dell Power Edge 2400 servers for the administration of the project. The two 2400 servers collected data from the 20,000 potential respondents from the 12 participating institutions. The 4300 server housed the Microsoft SQL database software, capturing and channeling the result sets into SPSS for analysis. Members of the design team from the Cognition and Instructional Technologies Laboratory (CITL) at Texas A&M configured the servers and worked with the liaisons at the participating institutions to prepare their web pages and develop their samples. The web instrument was beta-tested with the Medical Sciences Library at Texas A&M in February 2000. The York version was loaded on the web March 15. Based on experiences there, the instrument was slightly revised for the April administration.

Data Analysis and Theory Testing.

In May and June 2000, the data will be collected and scored. In July, each of the pilot libraries will be provided with mean scores on each of the questions as well as for each dimension the instrument succeeds in defining. Each participant will also receive the aggregate mean scores for each question and each dimension and other descriptive statistics. In addition, each participating library will receive its SPSS file for further in-depth analysis. Discussion continues among the participants as to whether to share individual library scores with each other. That decision will be made in spring 2000.

Over the summer of 2000, after all data have been collected, the theoretical foundations of the instrument will be subjected to rigorous quantitative testing. These analyses will be grounded in the premise that scores, not tests, are reliable and valid (cf. Thompson & Vacha-Haase, 2000; Wilkinson & The APA Task Force on Statistical Inference, 1999). Thus, it can not be assumed just because SERVQUAL functions well in business settings that scores from the same protocol when used in library settings will also have sufficient psychometric integrity.

First, score reliability will be evaluated. These analyses will examine "corrected" item discrimination coefficients and alpha-if-deleted statistics, as well as total score alpha coefficients. Second, the primary methods for evaluating validity will invoke factor analysis. As Nunnally (1978) noted, "factor analysis is intimately involved with questions of validity.... Factor analysis is at the heart of the measurement of psychological constructs" (pp. 112-113).

In the academic year 2000-2001, the instrument will be further refined. From among the respondents of the first phase, some may be tagged for a longitudinal follow-up study. In this manner, it will be possible to test the findings qualitatively by going back to some of the respondents in on-line focus groups.

A number of libraries have already expressed interest in being included in the second pilot in the Spring 2001.

The third year will mark the emergence of a mature instrument and its movement from the design oversight of Texas A&M University to operational administration by the Association of Research Libraries. Equipment and software similar to that procured, configured and developed by Texas A&M will be acquired by ARL for on-going administration.

The strength of the project is the rigor of its design and the robustness of the statistical analysis to which the results will subjected. Close peer scrutiny of the findings is assured through broad dissemination of the results. The model recognizes the preeminence of local findings and surfaces best practices across institutions. The six years of data collected and analyzed by Texas A&M University General Libraries will be scaled to a national undertaking, accommodating other related research. The experience will enable a technology transfer to libraries generally as well as to a broad range of related ARL applications. First year results will be reported at an ARL International Conference on the Culture of Assessment, in Washington, D.C., October 2000. Upon the conclusion of testing and assessment, the collaborators will issue a monograph assessing the cross-institutional data on each of the service dimensions. The ARL-sponsored monograph will include the information on aspects of quality library service derived from the interviews at the twelve participating universities. It will also focus on the practical aspects of implementing and administering a large-scale survey across the web. SERVQUAL will be evaluated for its utility as a best practices tool for research libraries. Concurrent with the completion of the monograph, the findings of the first pilot project will be disseminated at the fourth Northumbria International Conference on Performance Measurement in Libraries and Information Services in 2001.

The project plan envisions the migration of the operational oversight of the tool to ARL by 2002, with the instrument available for widespread administration. The advantages of an assessment tool, well grounded in theory and rigorously administered, holds promise to finally answer the calls for greater accountability and responsiveness to user needs in college and university libraries.

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Asian library partnerships: applying the knowledge model for library networks

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Abstract:

The standard approach adopted in library networking or partnership models is neither developmental nor evolutionary, yet development and evolution are keys to robust, contextually responsive partnerships. Using a set of knowledge models first proposed by Owen and Wiercx, this paper argues for a new approach to the modelling of networks in which libraries enter at one point and then move along a continuum, ideally ending in an advanced, integrated knowledge environment model. There is limited evidence that some library consortia in Asia are moving in this direction, but for the most part Asian consortia and networks are of the traditional, static variety.

Paper

Introduction

As this paper was being prepared, Radio New Zealand hosted a discussion on the G8's recent decision to establish a Digital Opportunities Task Force that would enable the world's most disadvantaged countries to participate in the IT revolution with a view to enhancing their opportunity for development. One trenchant critic maintained that the real advantage would lie with the large multinational IT companies in Japan, the USA and Britain, who would benefit far more than any developing country by being funded to dump obsolete PC and IT systems where they are least useful. This critic went on to

state that the real need in developing countries is not digital opportunities but more basic facilities - reliable electricity and telephone lines. This view harks back to the argument first put forth in the 1970s appropriate, not cutting edge, technology suited to local requirements.

This view is relevant to the present argument because often when we discuss networking partnerships the underlying assumption is that these are relevant everywhere, that models developed in the First World will suit places around the world, that networking is what libraries need and do. The authors of this paper have been guilty of the same assumption, as in their earlier IFLA paper (Gorman and Cullen 2000). More significantly, IFLA has seen fit to promote resource sharing (a kind of networking) without qualification as one of its professional priorities.

> IFLA serves as an international forum and advocate for sharing information in all its forms across national borders. It promotes the communication of bibliographic information which is the basis for all resource sharing, it works to develop co-operative principles for international lending, and it supports a voucher scheme to liberate lending reimbursements from national currencies. IFLA works to encourage the sharing of resources, both by supporting traditional lending and document delivery and by encouraging the development of virtual libraries whose holdings will be accessible without regard to geography or national boundaries. (IFLA's Professional Priorities 2000).

Admirable as this intention may be, it highlights one of the principal problems underlying most networking partnerships among libraries, and certainly all of those known to the authors in the Asian region. First, it is equivalent to the G8 assumption about the value of the Digital Opportunities Task Force - it must without question be A Good Thing. Second, there is no apparent recognition that each unique context significantly affects the nature of and need for networking. Third, it fails to recognise that effective networking is a step-by-step process, with institutions learning to crawl before walking, and walking before running. Finally, there is an apparent lack of planning, and all that this implies - including implementation strategies that draw on the relevant experiences of others in similar situations, and objective assessment of progress once a project has been implemented.

In our earlier paper, also presented at an IFLA forum, we argued that the growing opportunities for co-operation among libraries in Asia could be modelled to some extent on experiences and paradigms from elsewhere, with appropriate adjustments for local realities (Gorman and Cullen 2000). In particular we drew on Sinclair's typology from the 1970s (Sinclair 1973) to suggest ways in which Asian consortia/networks might be conceptualised and developed, arguing that this might be a productive approach to more effective co-operation.

Reflecting some months later on that perception and on the 'let's get on with it' impatience implicit in such statements as that from IFLA, our view has now evolved to one which maintains that it is crucial for co-operative ventures to begin by understanding the philosophy and principles underlying their desired outcomes, and only then to move on to study other co-operative ventures to see what has and has not been successful. More important, however, is our emerging view that a more appropriate model is developmental and sequential, involving institutional development internally, then externally, as a prerequisite for the network ideal of full internal and external integration into the 'knowledge economy'.

The Knowledge Model for Library Networks

In our current thinking we have turned away from Sinclair's models, which seem not to be incremental or developmental, and to a 'knowledge economy' model proposed by

Owen and Wiercx (1996). Their basic principle is one of knowledge mediation whereby the 'knowledge organisation' or library becomes expert not only in traditional means of knowledge acquisition but also in the newer areas of access and knowledge sharing.

Within the framework of knowledge mediation Owen and Wiercx have posited three application models which in our view are both sensitive to unique local conditions and flexible in their application; these are the Networked Library Model, the Co-operative Network Model and the Knowledge Environment Model. The models are developmental and evolutionary rather than fixed and static as with Sinclair, and the creators see them as complementary. 'These three models are not mutually exclusive. Rather, they describe various views of the networked library which we expect to emerge over the years' (Owen and Wiercx 1996, p. 83). In our view the models are also hierarchical, moving from simpler to more complex, and from stand-alone to mutually integrated. The following characterisation of each model is derived from Owen and Wiercx in broad terms.

The Networked Library Model

This is limited to the individual library and focuses on internal functions, systems and processes. The ideal is for the library to achieve the highest level of integrated network services internally in all three areas. Like Owen and Wiercx, we recognise that, especially in developing countries, this is a difficult ideal to achieve, but we also believe that this model '...can be used by libraries to set their own specific objectives and put them in the context of an ideal situation' (Owen and Wiercx 1996, p. 84). In this model the library is independent and self-sufficient, and it either possesses or seeks to develop all or most of the functions needed to provide full services to users without relying on other libraries.

In this model the library is assumed to consist of five components at varying stages of development:

- Storage facilities for conventional and electronic resources
- Integrated resource discovery system (catalogue)
- Support system providing any type of assistance required
- Workstations allowing users to access catalogue, resources, support system
- Administrative system.

The entry point to the library is through a user-oriented system which offers two types of services. The first of these is knowledge mediation: 'functions which allow the user to identify, locate and obtain knowledge resources. The knowledge mediation service provides the user with a view on available knowledge resources and the means to acquire them' (Owen and Wiercx 1996, p. 86). The second is user support: 'functions which assist the user in using knowledge mediation functions. The user support system provides the user with a view of the library itself, the way it is organised, how to use functions and systems, the rules that have to be adhered to, etc.' (Owen and Wiercx 1996, p. 86). The emphasis is on an integrated approach to systems, with resource discovery as the primary goal.

'The model of the fully networked library...is based on the assumption that individual libraries will create their own collections..., create bibliographic data for internal and external resources, provide their own document delivery services for end-users' (Owen and Wiercx 1996, p. 102). Note that the library is expected to creating its own collections, providing its own bibliographic control, its own access services - a network or partnership is not a way of avoiding these responsibilities, and in fact a library network is only as strong as its weakest player. The library as a network in its own right is a key to effective external networking, because it creates an internal culture in which all components are working for the same goal - resource discovery and utilisation; from

this internal culture, it is then not such a major step to move on to external networking and co-operation.

In our view this primary network, and the attitude which it embodies, cannot be too strongly emphasised - and we would also stress that in many institutions it does not exist. Divisions within libraries jealously guard their territory, work is often duplicated because sections cannot agree on a single standard, etc. Many examples could be presented of this, from major national libraries down to local branches of a public library service. When integration works, it works well, and a culture is created in which a library service is able to move into other models from a position of strength. If we do not understand ourselves fully, and if we are unable to agree on a unified vision and mission, how can we co-operate effectively without significant loss of services and customer satisfaction?

The Co-operative Network Model

In the second model many of the networked library functions can be distributed among libraries or library organisations '...in a way which makes more efficient use of resources on a national scale and which allows a larger number of libraries to offer networked services to their users' (Owen and Wiercx 1996, p. 102). Again this model deals with systems, functions and processes, in particular resource description, resource discovery, resource storage, and user support. It is important to note that this model does not come into play until the individual library or libraries fit into the previous, baseline networked library model.

Own and Wiercx use the client-server metaphor to describe the relationship in which some libraries concentrate on serving their own, individual users, and others have a wider function in providing services to parts of the library community. 'Server libraries' offer services to other libraries, usually with a specific domain or for a specific type of library. Those who receive these services are the client libraries. 'The metaphor is useful, since it includes the notion that the client-server relationship is based on close co-operation, a division of functionality and the mutual acceptance of standards' (Own and Wiercx 1996 p. 102)

Server libraries take on the task of developing networked services in a specific subject domain (social sciences, engineering, etc) or serving as a national service covering all domains. They do this as an extension to their traditional services developed in the networked library model. Client libraries, in contrast, do not develop full-scale services in areas covered by domain-based or national server libraries; rather they act as an interface to these server libraries.

In the domain approach, libraries are assigned tasks on a domain basis and for each domain the library develops a comprehensive service covering resource description, discovery, storage and user support. The national service approach works only in smaller countries; it implies that one, usually national, library, or a small number of co-operating libraries, provide a national service to which other libraries inter. The functions performed by the national service cover the entire range of resources.

The client-server approach, however, is only part of the development of a co-operative network model. In fact a fully co-operative model '...should be based on co-operation in the creation and management of resources, as well as on shared use of resources' (Owen and Wiercx 1996 p. 104). The steps involved in the development of this model are

- Shared cataloguing of resources
- Shared collecting and storing of resources
- Shared resource discovery system
- Shared document delivery procedures

- Shared licence agreements
- Shared user support procedures.

Again, it is important to emphasise that this is a full service, not a piecemeal one, yet it is in fact the piecemeal approach which characterises most networks in Asia, as indeed elsewhere. Networking partnerships have not yet recognised the value of an integrated, knowledge economy approach to co-operation, but instead have a limited, tentative vision. They focus on selected services, and often without their members having achieved anything like the networked library model which we perceive as the essential first stage in effective networking. For example, the Delhi Library Network (DELNET) promotes resource sharing in libraries in and around Delhi. It is networked via an online union catalogue containing MARC-based, standardised bibliographic data for books and serials. DELNET provides network support, shared cataloguing, training, current awareness and SDI services, interlibrary loan, document transfer and copying services, and access to local, national and international databases (Kaul 1999). But note that there is no mention of shared collecting and storage, shared licence agreements or shared user support. With the best will in the world, therefore, DELNET cannot achieve its full potential because it is overlooking, perhaps purposely because of insurmountable political problems, some of the key components in a co-operative network model. DELNET is singled out not because it is unique in this regard, but rather because it has been open enough to share information about its strengths and weaknesses.

Other partnerships may be seeking to achieve more, or at least understand the evolutionary nature of their work. In Thailand, for instance, two existing networks (THAILINET, a network of online catalogues of academic libraries in the Bangkok region, and PULINET, the grouping of provincial academic libraries) have now joined forces to form ThaiLIS, which is the backbone of a national resource-sharing system that will include a document delivery system and a digital collection available to all members. (Bhakdibutr and Keesiri 1999) However, co-ordinated collection management is not a feature of ThaiLIS (Premsmit 1999).

Our argument is that individual libraries within DELNET and ThaiLIS ought first to achieve the features proposed for the Networked Library Model, and then the networks themselves ought to look to the standards suggested in the Co-operative Network Model. Then, building on the strengths of these two models, the networks could move to the more advanced system, the Knowledge Environment Model.

The Knowledge Environment Model

In the previous two models focus is on the knowledge mediation process and the specific library systems and functions needed to effect mediation. The knowledge discovery system in these models is the key component for acquiring, discovering and accessing knowledge resources. By contrast he Knowledge Environment Model focuses more on a user-oriented perception of the library or network - on what people will find and do in the library - than on the way in which the systems and functions are organised. It is this much less system focused, and more client focused. Other models tend to ask how co-operation can improve this or that specific function in isolation from other functions. The Knowledge Environment Model looks at the full range client needs and resource requirements and asks how co-operation can improve services to meet these needs and requirements. It recognises that there is diversity in user expectations, and also diversity in user skills. Given this diversity, the Knowledge Environment Model seeks to offer both a sophisticated technological environment and also a more traditional set of services.

As Owen and Wierex (1996, p. 107) characterise this model, it treats the library/network as a public information area which allows for a variety of information-related activities for different user groups. The network therefore needs to operate internally, providing

interlinked access to all local resources (a feature of the Networked Library Model); it also operates externally, providing total access to the global information infrastructure through a network-wide resource discovery system and to the Web. It serves as an access point to community and government information services locally, nationally, internationally, and all functions are available to users in any part of the network on an equal basis. Significantly, in achieving these goals the network takes precedence over the individual members, and members sacrifice a certain amount of autonomy to the good of the network as long as that good is achieving better quality resource discovery, access and utilisation for all members. This is an ideal to be achieved, although in our view no network has yet been so fortunate.

Stages in the Development of Networks

Participation in and success of any model does not merely happen. In the knowledge environment approach it is appropriate to think in terms of a developmental path, with libraries and networks moving through stages of applications in a variety of functions, and not necessarily at the same speed. Rather, the functions develop across stages according to local requirements.

The three stages are:

Initial, Intermediate, Developed.

In each stage there are five functions that the network seeks to perform, in each instance ensuring that the functions are responsive to user requirements rather than system demands:

- Acquisition
- Resource description
- Resource discovery
- User access
- User support.

The stages and functions are combined in a developmental matrix (Figure 1), with libraries and their networks moving from Initial to Intermediate to Advanced in each function as circumstances warrant. It is not intended that a library or network opt for a particular stage and then settle comfortably and permanently into that niche; rather the mission is always to move forward to a higher, more advanced level of networking. Each stage in Figure 1 is equivalent to one of the models previously discussed:

- Initial Stage = Networked Library Model
- Intermediate Stage = Co-operative Library Model
- Developed Stage = Knowledge Environment Model

Functions	**Initial**(Networked Library Model)	**Intermediate**(Co-operative Library Model)	**Advanced**(Knowledge Environment Model)
Resource acquisition	Printed documents CD-ROMs Some dial-up connection	More offline e-resources Access by networked workstations	Full remote access to resources Dedicated Internet links Most materials in e-format
Resource description	Manual cataloguing Some shared systems (OCLC)	Catalogues supplemented by resource lists of networked materials Structured bookmark lists	Integrated resources discovery system Metadata used comprehensively
Resource discovery	OPAC on PC Bibliographic data describe mainly printed resources	Local e- and networked resources included in OPAC	Full network access to all internal and external e-resources Integrated resource discovery system
User access	On-site Limited delivery	Remote catalogue access E-mail delivery	Full on-site and remote access On-site access not necessary
User support	Library staff give face-to-face service	Users can access system offering some help E-guide to library E-mail queries	Human support + full computer-assisted support for information discovery and access process

Figure 1. Functions and Stages in the Network Models

Our research for this paper indicates that no network in the Asian region has achieved the advanced stage of the Knowledge Environment Model. There is one, however, that appears to be moving in this direction, the China Academic Library and Information System (CALIS). Launched in the first half of 2000, CALIS is a nation-wide academic library consortium which links services across 27 provinces and cities in China (Dai n.d.). To facilitate management of such a large endeavour it is divided into 5 national information centres, 2 regional information centres and 70 member libraries. The five national information centres, supported by full-time staff from the libraries in which they are situated, have responsibility for specific subject areas based on the existing strength of their collections (the domain approach discussed in the Co-operative Network Model). They are also responsible for importing and hosting databases in their subject area and making the resource available to all members. This includes searching and document delivery.

The agreement governing CALIS activities emphasises the interests of the consortium above those of member libraries (a key principle of the Knowledge Environment Model), and is based on the ideal of contributions according to size, but with equal benefits to all. The intention is that co-ordinated purchasing of materials, standardisation of hardware and software will unify the entire system and enable it to deliver some of the major international online bibliographic and full-text sources to all members, along with local databases of library holdings, Chinese dissertations and conference proceedings, an index to current Chinese periodicals, and key discipline-based databases - in short, many of the features expected of the Knowledge Environment Model. However, and this throws CALIS back to the Initial Stage in many respects, lack of standardisation of software, hardware and bibliographic data among member libraries, and the need to build adequate local collections, still inhibit this goal. Once again, therefore, one can see that failure to understand the incremental approach to network

building has caused serious shortcomings in CALIS. If, on the other hand, individual members could go back to the Networked Library Model, put in place protocols for effective internal networking (especially adequate local collections), move on to the Co-operative Network Model and develop agreed standards in terms of software and hardware, CALIS would then be in a position to take full advantage of the Knowledge Environment Model, and perhaps become an Asian leader in this regard. The same might apply to any of the existing networks in Singapore, Hong Kong, Malaysia, Thailand or India which are sitting precariously somewhere in the Co-operative Network Model, although few of these seem as far-sighted as CALIS.

Conclusion

In most developing countries information professionals agree that it is important not to lose the richness, diversity and values of the traditional library service as we move into an electronic future. In saying this, however, librarians tend to be relying on certain models that may no longer be robust enough to deal with the emerging reality of global electronic information networks. For example, the 'holdings' model so long dominant in the academic library sector has effectively maintained traditional values of libraries and librarianship, but has largely failed to meet user needs in the new environment. Likewise, the 'systems' model might have been valuable in teaching us that the library is a process and not a static organisation, but it has failed to grasp the meaning of libraries in a broader, more competitive information arena.

By drawing draw upon knowledge models that have been developed in the context of the knowledge economy, particularly by Owen and Wierex (1996), we may be able to overcome what appears to be a stalemate in terms of network development in Asia. What emerges from these models is the library as an 'expert intermediary' that is not in competition with other, more powerful information providers but that complements them by serving as a user-friendly interface between information clients and information providers. In these models the library is viewed not as the centrepiece in information transfer, but as one player in the conversion process, along with the Internet, community information services, the IT industry, commercial information aggregators, government agencies and other resource-rich entities. By replacing competition with co-operation we may be able to provide high quality resource acquisition, resource description and resource discovery services to users of all types.

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Multimedia in German libraries - aspects of cooperation and integration [1]

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Paper

Overview:

1. Introduction to multimedia
2. Initiatives of the Federal Government
3. Initiatives in the "Laender" (federal states)
4. Examples

Introduction

"Multimedia" is perhaps today's "coolest" media. You can find it nearly everywhere! We are in the multimedia age, we use multimedia-PCs, we know multimedia stars and experts, multimedia screen designers are needed by multimedia producers, multimedia talents are sought and multimedia research scholars - and librarians! - are needed . Books with the term "multimedia" in their title seem to sell well. In our library network I found more than 4000 items with this term.

But what do we understand by the term "multimedia"? In general, it means a combination of text, sound, and images, including moving images, video sequences, for instance, or computer simulations.

Here are some definitions of the term I have found:

The "Free On-line Dictionary of Computing"[2] gives the following definition:

[1] Contribution for the Workshop on "Cooperation between Institutions concerning access to audiovisual and multimedia material" of the IFLA Section on Audiovisual and Multimedia, 17-08-2000, Jerusalem
[2] http://www.de.easynet.net/resources/foldoc/index.html

"Human-computer interaction involving text, graphics, voice and video. Often also includes concepts from {hypertext}.

This term has come to be almost synonymous with {CD-ROM} in the {personal computer} world because the large amounts of data involved are currently best supplied on CD-ROM." This was a statement dating from 02 December 1994.

Today, the Internet seems to take over the place of CD-ROMs Mary A. Burke[3] (in her book "Organization of Multimedia Resources, 1999) gives the following definition: "the integrated storage, retrieval and display of words, numbers, images and sounds by a computer system".

Beside this form of multimedia, which one uses generally in a one way communication, we also know interactive multimedia.

The Encyclopedia Britannica[4] gives the following definition: "Interactive multimedia: any computer-delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation." This is of course a more sophisticated form of multimedia and will certainly be very successful in the future, as disk space and computer technology get cheaper and cheaper....

Present Situation in the Federal Republic of Germany

In Germany, there are many universities and learning institutions that develop learning and teaching software for application in research and education with a high personal and financial effort. Yet, most of these tools are used only by their creators and colleagues in the same university department, even if usage is free of charge. As there is no systematic information service for these products, they reach only a small community.

Already in 1997, the university library of Goettingen organized a symposium about "Changes in information infrastructure" [5] that presented several multimedia models developed in universities, for instance :

"Der Aufbau von lernförderlichen Infrastrukturen" (Establishing infrastructures for better learning), Music lectures via Internet, or Model building and simulation - multimedia-toolboxes in physics teaching. All of these projects developed continually over the last years.

The German Science Council ("Deutscher Wissenschaftsrat") published its recommendations[6] for multimedia use in May 1998, emphazising that multimedia is a part of the modern university structure that can no longer be neglected. Its quick introduction is indispensable, and new strategies for the necessary competencies and equipment are needed.

The Council stated as well that there is a lack in regard to common usage in the possible areas of application, giving only few stimuli. In the universities multimedia is not yet used in an "every-day" manner . In many places there are no

institutional routines to promote the usage of multimedia in education.

[3] Burke, Mary A.: Organization of Multimedia Resources, 1999
[4] URL: http://www.britannica.com/
[5] Most of the contributions can be found in "Bibliothek Forschung und Praxis 22(1998) p. 13-96, also available online:
http://webdoc.sub.gwdg.de/edoc/aw/bfp/t8022001.htm
[6] http://www.wrat.de/drucksachen/drs3536-98/drs3536-98.htm

The German Government, however, is aware of the new opportunities multimedia applications offer and promotes multimedia projects.

There are several ministries promoting multimedia projects. The multimedia program of the Federal Ministry of Economics (Bundesministerium für Wirtschaft) aims to develop modern information and communication services using multimedia. Projects supported include those by companies, universities and research institutions.

The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung) is promoting projects for the development of multimedia education tools for both schools and universities. It also promotes projects which make knowledge accessible in digital form, for example digital libraries that enhance quick and comprehensive access to scholarly information. This programme also includes provisions for electronic and multimedial publishing. One of the projects is the "Image Library of Biological Macromolecules" at the University of Jena[7] . The IMB Jena Image Library of Biological Macromolecules aims at a better dissemination of information on three-dimensional biopolymer structures with an emphasis on visualization and analysis. It provides access to all structure entries deposited at the Protein Data Bank (PDB) or at the Nucleic Acid Database (NDB). In addition, basic information on the architecture of biopolymer structures is available. The IMB Jena Image Library intends to fulfill both scientific and educational needs.

The German Research Foundation (Deutsche Forschungsgemeinschaft DFG) started its strategic research initiative "V3D2" ("Distributed Processing and Delivery of Digital Documents") at the end of 1997.

About 23 research projects are currently funded in the following central areas :

Management and exchange of digital documents
Creation, compression and data transmission
Multimedial teaching and learning systems
Joint research with libraries
New applications and new aspects of use

The DFG has just launched another initiative for the enhancement of "Information infrastructures for network-based research cooperation and digital publications" [8] .

Explicitly mentioned in this initiative are: Further development of user-friendly access and research methods for multimedial publications, using international standards, and the establishment of competencies in advising on electronic and multimedial publications.

There is a lot of promotion, but what do we find realized already? A general summary is not feasible in the time granted for this presentation, so let us look at some of the results.

As Germany is a federal republic, the "Länder" (federal states) often have their own projects promoting multimedia, and in fact, some of them have started their own initiatives.

[7] http://www.imb-jena.de/
[8] http://www.dfg.de/foerder/formulare/1_53.htm

Let me start with Baden-Württemberg in southern Germany, with a well developed industry (Daimler-Chrysler is there).

The government of Baden-Württemberg started the initiative "A future for the young generation" :"Zukunftsoffensive Junge Generation"[9] to promote new technologies: One part of this initiative is the "Multimedia Project" [10] . Its intention is the provision of multimedia objects of all kinds as an "every-day" service offered in libraries. The library network of Baden-Würtemberg, the BSZ (library service center) participates with a partial project.

Their task is the development of an independent server for digital objects for audio documents of contemporary history . These audio documents come from the Deutsches Rundfunkarchiv (German Broadcasting Archive) which has stored the documents in digital form.

The documents stored in the archive comprise an extensive collection of sound and film documents produced by the federal broadcasting stations (nearly every state has its own broadcasting station). The task of the Library network is to make relevant contemporary sound documents accessible on suitable digital mass storage media.

The virtual media server allows the creation of a deep subject indexing, as abstracts are already included for each document.

The audio format for the presentation on the Internet is "Real Audio", as this avoids copyright infringement. The safety of the archived objects is not touched, since the objects made available are stored on a special server.

The task of the project, which is to make these objects accessible for the learning institutions of the Land Baden-Württemberg without any cost, has been fulfilled. They can be used from the work places, from the reading rooms and from departments in the universities. Currently, 25 simultaneous accesses are possible.

In February of this year the archive[11] contained 181 "RealAudio"-files which can be used with the RealPlayer 7 application, which is available in a basic version free of charge.

Here follow some technical aspects:

Hardware: Sun E450 (with Solaris 2.6 as operating system)
Software: Streaming-software from Real Networks:
Realserver (version for Solaris2.6)
Realproducer (Windows-based version) to produce audio files for the Realserver
Realplayer G2 as the reproduction medium (only for Windows)
Webserver: Apache version 1.3.4 of Apache Software Foundation.

Another project in Baden-Württemberg, at the University of Karlsruhe, is "DIVA",

the Digital Video Archive[12] of the University. Its aim is the enhancement of usability of audiovisual resources through digitization.

[9] http://www.baden-wuerttemberg.de/zukunftsoffensive/
[10] http://www.bsz-bw.de/diglib/agmm/mmprojbesch.html
[11] Direct access via: http://www.bsz-bw.de/multimedia/mmarchiv/ An example from the voices of the 20th century:
http://www.bsz-bw.de/multimedia/mmarchiv/dra_cd_2_1997.html
[12] http://www.ubka.uni-karlsruhe.de/allg/projekte/multimedia/projektantrag.html

By digitizing videos it is possible to make these materials accessible at the work places of researchers and students, at any time and without the need of support by library staff.

As videos are not archival material and suffer both from usage and from non-usage, storage in digitzed formats seems a way to resolve some of the problems. In digitzed form availability will increase considerable, the master does not suffer from copies taken, frequent usage does not harm the media and is even possible by serveral users at the same time. The project wants to resolve the problem of how to handle the digitization of huge amounts of data and to find transferable solutions. As the copyright question is a severe one in this field, the archive actually offers only self-produced materials and some recordings from television produced for special institutes or departments of the university for teaching purposes.

All videos digitized exist in analog form as VHS-tapes. The University library uses a digitization facility based on Apple Macintosh computers. The videos are digitized as MPEG1 files, which is still a global standard (with encoder card "mediapress" by "Wired"). Both of the internet formats Quicktime and RealG2 are produced with the encoder card "Media 100" by Terran. The archival format finally is MPEG2.

The metadata produced for the digitized videos are recorded in the Library Network of Baden-Württemberg and are of course available via the local opac, but also via the homepage of the University Library.

These are, one could say, classical digitization projects. They convert resources to a new format which enhances access and usability. This is certainly necessary, but this is not yet the whole impact of the possibilities multimedia offers.

From the southwest let us got to the northwest of Germany, to Northrhine Westphalia. This state has for a long time been famous for its heavy industry and coal mining, and also for its chemical industry (Bayer). It is one of the Länder with an important number of universities and polytechnic universities.

In 1997 the state universities founded the Competencies Network MultiMedia[13]. Its aim is to develop and exchange multimedia teaching modules in order to improve the quality of both teaching and learning in the universities.

The core of this network is a working group consisting of 15 lecturers from the universities and representatives from the Ministry of Education and Continuing Education, Science and Research of Northrhine-Westphalia. This group selects the projects for promotion.

The current projects comprise the fields of the humanities, engineering, mathematics and sciences, sports, economics, and law.

The promotion program is running for the fourth time. For the years 2000 to 2001 about 2 Million Deutschmark are available for 8 - 10 projects. Most of the projects are under way.

A long distance goal is to include the results in the "Digital Library" of Northrhine-Westphalia, but as you know, copyright questions are not easy to resolve. For the moment the cooperation with the libraries is not yet everywhere clearly defined.

This Digital Library of Northrhine-Westphalia is the portal for electronic resources in this state. It gives access to many German and international library catalogs or library networks as well as to

[13] http://www.uvm-nw.de

electronic resources for universities which have obtained the required licences, for instance for subject databases or electronic journals from publishers (as Elsevier), granting access to the full texts. Online ordering of journal articles is also part of this portal.

Unaffiliated users may use free electronic resources, while the rest is accessible only for registered users of universities.

Within this Digital Library multimedia resources will find their place.

Projects in Universities

One of the best-known multimedia projects in this state is MILESS- the multimedia teaching and learning server in Essen ("Multimedialer Lehr- und Lernserver Essen").

The aim of MILESS[14] is to promote the wide usage of multimedia technologies as auxiliary tools for study and teaching, by providing an infrastructure for all interested people (teachers and students), while relieving the burden of technical problems (storage, access).

The University Library of Essen undertakes the task to find out all the relevant electronic and multimedia publications and products in cooperation with the university departments and to provide cataloging, the access and also the archival function. All services in MILESS are also accessible via the general digital services of the library, such as the OPAC or database searches and so on.

MILESS functions as an archive for images, sounds and videos, but also offers software tools for courses, such as simulation programmes or dictionaries. It also provides course materials for seminars, primary and secondary bibliographies and so on. Within the concept of MILESS it is also possible to administer individual access rights (wiriting or reading acces only), events, or making the resources accessible only for a clearly defined community.

For the use of MILESS the university library has installed 55 multimedia PCs, but of course the system is accessible from any computer that has access to the university network. Here are some details about the hard- and software MILESS Hardware details 2 servers integrated as 2 nodes within an IBM RS/6000 SP with 2 times 256 MB main storage (UNIX system AIX 4.3) and an IBM 3494 Tape Library as automatic tape archive with 8 terabyte storage capacity.

Software: IBM DB2 Digital Library V2.4 And IVM ADSTAR Distributed Storage Manager (ADSM) as backup and archiving system. Besides this a special MILESS software has been developed using JAVA and XML (for the Dublin Core Metadata Element Set).

In order to ensure the success of the MILESS project, it is necessary to make it well-known within the university. This is not as easy a task as it looks like. The potential users of MILESS are a hetereogeneous group of people, which is not generally enthusiastic about multimedia projects, mostly because of an incertainty in regard to Internet and multimedia applications. Beside the technical and service infrastructure, development of multimedia skills for the usage therefore are imperative.

MILESS has developed a graphical interface to make it easier for authors to contribute their work to MILESS. This works almost without any instructions on the use of the system. Contributors can use a

[14] http://miless.uni-essen.de

template for the metadata (Dublin Core) and can also define the access rights, that is whether the work is free for everyone on the Internet, or accessible only for the campus or an even smaller user group. They can also define the period of time for which their publication shall be available.

This information is used by the library to ensure or restrict the distribution and archiving of the resources. The library also helps defining the subject classification for the works. For the subject of physics it is possible to browse or search the PACS classification (Physics and Astronomy Classification Scheme) in MILESS.

MILESS is also the first step towards a - not only digital -university press for the University of Essen. MILESS is not yet integrated in the Digital Library of NRW, but its integration seems to come soon.

There are a lot of other projects under way, and I cannot mention them all.

Yet, not only big universities such as the University of Bielefeld have begun publishing "Digitale Semesterapparate" (digital readers for students, including lectures and hand-outs) on the Internet, which are also accessible via the homepage of the university library.

The libraries also offers multimedia rooms for using these resources. The use of these multimedia PCs is normally reserved for registered students/users only.

At the University of Goettingen we have just started a project to construct a cooperative local and supralocal competencies center for the development of multimedia resources and their access.

The "GWDG - Gesellschaft für wissenschaftliche Datenverarbeitung Göttingen" [15], the computer center of the university, the Institute for Scientific Film ("IWF - Institut für den wissenschaftlichen Film" [16]) and the University Library of Goettingen[17] aim to create a common service for multimedia resources.

In a first step, a standard working place for multimedia is established and a prototype installed in the media room of the university library (in this room you also find work stations for internet usage and for CD-ROMs, video stations and a

working place for visually impaired people).

In an initial phase two CD-ROM publications of the Institute for Scientific Film are acessible on this multimedia work place:

WALD interaktiv - Ökosystemforschung Wald ("Forest interactive - research of the ecosystem forest"), which is an Expo 2000 project and The cell (a project promoted by the Ministry of Education and Research). Both publications use the multimedia approach to open new ways for understanding sophisticated processes. Numerous films, 3D models, computer animations as well as interactive experiments carried out in virtual laboratories enable the student to comprehend the processes better. Beside the CD-ROM, there exists also an Internet version of the "Cell": http://www.cells.de/cellseng/medienarchiv/index_medien.htm Since the combination of animation and sound is not of the same high quality as on the CD-ROM, we will offer an intranet version of this resource which has the same quality as the CD-ROM on the campus.

If this Intranet installation turns out to work well, other resources will be offered in a similar way.

[15] http://www.gwdg.de
[16] http://www.iwf.de
[17] http://www.sub.uni-goet ingen.de/nojava_home.htm

For a later period, an interactive multimedia learning center within the library is planned for both university lectures and private study.

Future developments

All people involved in implementing multimedia resources within the universities and their libraries emphasize the necessity of cooperation to overcome the technical, juridical and organizationial impediments involved. Generally speaking, easy access is the first necessity, including easy handling of the systems for the creators of resources. Wide acceptance within the learning community will evolve as a result of that principle.

Let me just briefly mention at the end a new project which is under consideration for a grant at the Federal Ministry of Ecudation and Research: "Physics multimedial: teaching and learning modules for the study of physics as a subsidiary subject." This project is a joint effort of a confederation of universities in north Germany, e.g. Bremen, Greifswald, Hamburg, Oldenburg and Rostock in cooperation with the San Diego State University, the Universities of Potsdam (near Berlin), Düsseldorf, the Technical University of Berlin and the polytechnic university of Gelsenkirchen..

The aim of the project is to establish well-structured resources of multimedia modules which are coordinated in regard to didactics and methods for the research, teaching and study of physics as a subsidiary subject (physics for chemists, medical students, students of electrical engineering etc.). The modules are multimedial script components, visualisations, tutorial units for self study, virtual laboratories and can be used by the teachers in a very flexible manner for various lecture and teaching concepts. They are available at the same time for the self study of students.

Every module will have a didactic-methodical description for usage within a teaching-learning situation, including concrete proposals for homework and

classwork with the students. Access will be granted via a central Internet portal based on local networks of their university and state servers. Workshops will accompany the whole project phase, where students and teachers can discuss the modules and their effectiveness. The project's running time is 3 years.

I hope very much that this project may be realized and may give the opportunity to diminish the still existing hesitations to use multimedia tools.

The libraries will support these efforts as much as possible, but is is still a long way until multimedia resources will be widely used everywhere within the scholarly world.

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An investigation of LIS qualifications throughout the World

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Abstract

Abstract: This report details some initial findings and issues facing researchers working at the University of Central England, UK on an IFLA education and training project. This project explores an area of widespread concern, namely Library and Information Science (LIS) education standards worldwide and the potential for increased international parity of qualifications. This issue is currently hindering the international mobility of LIS professionals.

This paper describes three possible methodological approaches for the research and their respective drawbacks. The first and initially favoured possible approach is to produce a database detailing the various accreditation criteria required for recognition by the appropriate national library organisations. However, researchers find that accreditation is often a subjective procedure and is carried out in relatively few countries worldwide. The second approach examines the existing procedures operating within the EU to allow for the recognition of overseas qualifications across all curriculum areas. There is a short description of the NARIC service and their role in this area. However, this service currently operates within the EU only. It also tends to make general comparisons without distinguishing between accredited and non-accredited qualifications. The third possible research approach is to compile a detailed database which looks at the course duration and course content of each LIS

education institution throughout the world. However the difficulties of obtaining comparable data and setting up and maintaining such a database are mentioned.

Possible ways forward are suggested including adapting the NARIC model to include greater detail, collecting individual course data, requiring all national library organisations to adopt a model of accreditation for their counties' LIS courses. Issues of international recognition of qualifications are extremely complex and require commitment and support from the international community. With this in mind, the research team is currently collecting information about LIS courses from around the world with a view to making recommendations on how data should be maintained nationally and accessed internationally. . It is hoped that this information would provide the IFLA Standing Committee with options of how this project can be taken forward.

Paper

Introduction

This paper provides an overview of the work to date on research conducted to investigate Library and Information Science (LIS) qualifications and to provide information for use in determining the equivalency of LIS qualifications worldwide. It details the initial findings - based on limited data available,- the preliminary work and also describes how this has impacted on the methodology chosen and the outcomes of the project.

The research was funded by the International Federation of Library Associations and Institutions (IFLA) and conducted by the Centre for Information Research based in the School of Information Studies at the University of Central England in Birmingham in the United Kingdom. The research began in 1999 and is ongoing.

The research emerged as a result of the recognition that there are no worldwide approved standards for LIS education and that there are no formalised methods for determining the equivalency of LIS qualifications between different countries. Indeed a cursory look at the education systems of different countries in general terms, shows there to be many differences which are likely to be reflected in the field of LIS education.

It was anticipated that the research would underpin two priority areas within the IFLA Section on Training and Education (SET) : standards for LIS education and reciprocity of qualifications. The research received full support from the Co-ordinating Board of the Division of Education and Research as it was considered to be a significant project with relevance to all sections within the Co-ordinating Board. In addition, a number of library associations and professional bodies had expressed concern over the lack of clarity and coherence in this area. In parallel, the Section on Education and Training has been working on Guidelines for Library/Information Education Programmes. A draft paper[1] was presented by Dr Evelyn Daniel and Dr Susan Lazinger at the IFLA SET workshop in Bangkok in 1999.

The research aims to inform current planning and development of LIS education and human resource development on a global stage. The lack of internationally agreed standards can have a negative effect on international workforce mobility.

LIS professionals often find it very difficult to obtain information about moving from country to country in professional level LIS posts. Library associations, professional bodies and organisations such as *IFLA* currently lack the information to enable them to appreciate the complexities of equivalencies of qualifications. In addition prospective employers require a method of assessing the suitability of overseas candidates' LIS qualifications, particularly methods which are consistent and authoritative.

It was initially intended that this exploratory research would produce a web-mounted database of recognised qualifications world wide and the responsible sanctioning or accrediting body or bodies in each country. It was anticipated that the database would include information on the core body of knowledge and the accrediting process for professional level qualifications in each country and that this information could be later used to feed into work on standards and equivalency of qualifications throughout the world. Preliminary research discovered that this approach was impractical as it was based on an assumption that did not hold true for most countries of the world and therefore did not constitute an approach that could be universally applicable. Including this original approach, two other possible approaches were considered. This paper will outline the three approaches to discover a way of determining reciprocity of LIS qualifications world wide and will describe the issues surrounding each approach. The three possible approaches considered can be broadly termed:

- professional association accreditation approach
- generic academic qualification equivalency approach
- institutional course approach

Professional association accreditation approach

The research team's initial approach was based on the situation in the UK and involved collecting information from national professional bodies of each country, such as library associations or institutes. The information collected was to have focused on the criteria used by each professional body for accreditation for professional status of LIS courses within their country.

For example, in the UK, an individual may study librarianship at undergraduate level (bachelor's level 3 years full time or 4 years sandwich course) or at post graduate level (masters level 1 year full time or 2/3 years part time). Upon completion of the course an individual will receive the award of BA/BSc or MA/MSc accredited by the higher education institution at which the course was taken. Unless these courses are accredited using criteria agreed by the Library Association and the Institute of Information Scientists (IIS), graduates of the courses will not be recognised as professionally qualified library and information practitioners. At the validation stage, each course must meet certain additional standards set down and assessed by the professional body concerned to provide graduates of the course with a recognised professional qualification. Meeting these extra criteria is the added value of the course and what makes it recognised as a professional qualification. These additional standards are intended to ensure that an accredited LIS practitioner in the UK will have obtained an education and training worthy of professional status. Therefore, in the UK it would be theoretically possible to obtain a bachelor's or master's qualification in librarianship that does not confer professional status on the recipient. In such a case, the course studied would not have met the additional accreditation criteria therefore would not be professionally accredited in the UK. In practice however, such courses no longer exist since market forces have determined that potential LIS workers in the UK demand qualifications that confer professional status.

Australia and the USA have similar accreditation systems to the UK. The UK Library Association and the American Library Association (ALA) recognise qualifications accredited by each others' national professional bodies and also by the Australian Library and Information Association (ALIA). Indeed, the ALA recognises professional qualifications accredited by all nations' professional library bodies. Recent policy changes at the ALA state:

> The master's degree from a program accredited by the American Library Association [or from a master's level program in library and information studies accredited or recognized by the appropriate national body of another country] is the appropriate professional degree for librarians[2].

This approach does not consider standards or criteria used within each country to recognise or accredit courses. It relies simply on recognition of the professional bodies' decisions regarding LIS courses regardless of how these decisions have been made.

By this agreement, any LIS professional who has completed an accredited course in one of these countries is automatically deemed accredited in all of them. This allows American and Australian and UK LIS professionals some degree of free movement beyond their countries, providing all other legal requirements are made, such as residency or work permit arrangements.

The web-mounted database envisaged as a product of this research was seen as encompassing this model, allowing professional bodies internationally to see other countries' accreditation criteria and to establish reciprocal recognition of LIS qualifications.

Using the UK model, the research approach attempted to discover the criteria for professional accreditation of courses by professional bodies in each country. It was anticipated that this information could then be used to compare professional qualifications across countries and to provide benchmarks for future comparisons to be made.

As previously mentioned, there are many differences in the education systems and in the structure and organisation of professional LIS bodies across the various countries of the world. A search on the world wide web and analysis of the IFLA World Directory of Library, Archive and Information Science Associations[3] demonstrated that this was the case. In the UK, for example, there have traditionally been two professional organisations broadly representing staff across all sectors of the LIS profession - the Library Association and the Institute of Information Scientists (both of which until recent years independently professionally accredited LIS courses in the UK). This situation is due to change as moves towards merging the two organisations takes place.

The existence of more than one professional organisation was not considered to be unduly problematic, as it would have been methodologically possible and valid to collect the accreditation criteria from all professional bodies in each country and to use these for comparative purposes.

Ultimately, two major barriers were discovered to this approach. Most importantly it was discovered that professional accreditation of LIS courses by professional bodies was extremely rare, occurring in only a small proportion of countries, so the UK model outlined above was not applicable elsewhere. It would appear that in many other countries LIS qualifications were academically

accredited, but did not have to meet additional criteria in order to be professionally accredited. Secondly, even in the countries that do have professional body accreditation of courses, the exact criteria on which accreditation is based could not be identified and extracted. For example the American Library Association states

> that there was no single way to identify school or program excellence; there are many different kinds of schools achieving excellent results in different ways..[4]

The difficulty in defining exactly what makes good practice in LIS education can be concluded from the ALA's flexible enforcement of its own Standards;

> Accreditation is based upon an evaluation of a program's totality; thus, failure to meet any particular component of a standard may not result in failure to meet that standard. Similarly, failure to meet a single standard may not result in failure to achieve accredited status for a program[5]

Thus there would appear to be a great deal of flexibility and interpretation involved in deciding on professional accreditation of particular courses, such information would arguably not be explicit or exact enough to be included in a database. These problems meant that the construction of a database would be neither easy nor sensible at the current time.

Generic academic qualification equivalency approach

Research was undertaken to discover how academic institutions and national governments deal with issues of equivalency of qualifications in general terms. The home institution (UCE) and government (UK) of the research team, was taken as a starting point and information collected concerning what mechanisms or tools were at its disposal to judge the equivalency of overseas students' qualifications.

In the UK, any employer wanting to check the qualifications of an overseas applicant for a job is likely to telephone the Library Association. Any EU employer would be referred by their national professional body to the National Academic Recognition Information Centre for the United Kingdom (NARIC)[6] database of International Comparisons. NARIC was set up by the Department for Education and Employment in order to provide information and advice on the comparability of international qualifications. It has a unique interface for each country, so, for example, there is a UKNARIC and a NARIC database for each country in the European Union. The database allows users to discover the equivalency of qualifications in terms of its own countries qualifications. For example, if a librarian from Peru applied for a job in the UK, with a Maestro/Magister level qualification the employer could find out using UKNARIC that this was equivilent to a 'British Master's Degree Standard'. The database is extensively researched, taking into account details such as the difference in level of qualification awarded by different institutions. In some countries the degree awarded from one university may not be considered to be at the same level as one from another university. Although the database is only available to EU countries, the coverage it provides about qualifications is world wide.

Such a tool would appear to provide valuable information about the equivalency of qualifications in a generic sense but it is not subject specific. The question this raises is, is there a need for an LIS specific database or would the information

contained on this database or something similar suffice? One possible drawback of making comparisons at this generic level is that it is currently only fully available in a small number of (EU) countries. The potential employee from Peru in the example above would not have access to this type of information from the perspective of his or her own country. A second drawback of using NARIC is that it only allows for judgements to be made about the reciprocity of qualifications at a generic academic level. It does not take into account the additional standards of professionally accredited courses in the few countries where professional bodies accredit courses. NARIC may be useful as a model for comparing academic reciprocity of qualifications between countries that do not have additional professional accreditation. However, this would create a system which ignored professional standards and accreditation and which would be unsuitable for those countries where professional accreditation takes place.

Institutional course approach

A third approach considered by the research team for establishing criteria by which worldwide comparisons of LIS qualifications can be made was to obtain details about each individual institution offering LIS education and about the courses that each provides. The information gathered using this approach would include course title, module titles, descriptions of modules, outcomes i.e. what students are expected to have achieved as a result of studying the course and specific modules and details of any other criteria which a course must meet e.g. criteria for professional accreditation. Such information could be entered in list form onto a database and accessed by country, institution and course details. This could then be used as a basis by which to judge the level or extent of an individual's LIS education and training.

This approach, although LIS specific, has a number of drawbacks. Firstly it is unknown until further research is undertaken whether such information would be readily available in all institutions concerned in all countries or whether it would be available in a form that provided a degree of compatibility necessary for comparison. This approach would necessarily provide a list of the factors mentioned above, but would still ultimately rely on an interpretation and value judgement being made by the user of the database. Such value judgements would be made difficult, as it would be hard to determine the exact content and level of the courses undertaken and of the LIS context of each country involved. Classification skills for example, may be nominally the same, but entail a difference in the skills and competencies taught. In addition, the process of compiling such a database would be extremely labour intensive not only to set the database up, but also to ensure it is updated as each course is changed. It would also be necessary to keep information about a course over time as what might have been taught one year might not be taught in the next year despite their being no difference in the title of the course.

What is the way forward?

As mentioned, the research to date has uncovered some possible approaches to establishing the reciprocity of LIS qualifications between different countries throughout the world. However, there appears to be no clear and easy way of determining the reciprocity of qualifications as none of these approaches are without drawbacks and difficulties. What then are the possibly ways of using these approaches and providing a solution to the issues identified?

One possibility is to work with an organisation like NARIC to expand the database (or create a new one) and make it available world wide. However, this

does not clarify the issue of whether there is a need for an LIS specific database or solve the problem of whether countries that provide extra standards of LIS education by professionally accrediting academic courses would be comfortable judging equivalencies on an academic only basis. There may be scope however, for adapting such a database to include more information about professionally accredited courses and possibly include some reflection of this by providing extra weighting for these courses.

Another possibility is to obtain and compare individual course information although the practicality of this cumbersome approach is questionable. A further possibility would involve professional associations in each country taking more responsibility for putting in place mechanisms for determining qualification equivalency. This would entail all countries adopting a model of providing additional professional accreditation above and beyond academic accreditation provided by an institution. Achieving this would involve a lot of work and focussing of effort, but would contribute to ensuring that the issue of professionalism of librarianship is one that is addressed throughout the world and that some standards are put in place. Information about each country's professional accreditation criteria could then be collected and used to compare equivalencies using the original approach suggested by the research team. The Section on Education and Training has a role to play in identifying ways in which these issues might be addressed.

The issues of equivalencies of qualifications throughout the world are difficult, although it may not be a situation that is unique to the LIS profession. Indeed, anecdotal evidence suggests that individuals in other professions have experienced difficulty in moving internationally and gaining recognition for their qualifications in other countries. Even if an approach is taken which allows a database to be constructed it is questionable whether prejudice and bias may play a part in stifling the movement of LIS professionals internationally. It is clear that some standards and systematic way of judging equivalencies would be welcomed although there appears to be a necessary trade off between the practicality of constructing such a database and the need for, and confidence and authority, in its use.

The research team is continuing their investigations in this area and are currently engaged in collecting further information from professional organisations concerning each country's individual system of LIS education and professional recognition and status of LIS qualifications. It is clear that in order to find a satisfactory way of determining reciprocity of qualifications world wide more must be known about the LIS education systems throughout the world and issues addressed on a global stage. This will require the commitment and involvement of professional bodies and LIS organisations throughout the world who will need to believe that it is a worthwhile cause.

The research team expects to make recommendations on the way in which data is collected at national levels about LIS courses and qualifications to enable greater consistency between countries. It also expects to make recommendations about how LIS professional status can be measured and compared across countries. For example, it may recommend that all national professional bodies have a remit to collect and update information on courses on which they deem to confer professional LIS status on a recipient and to collect data on minimum standards of LIS qualifications. It may be possible that professional organisations in each country would have a role in the collection of such data and that a number of regional contacts representing particular areas of the world, for example, Australasia, Asia and Europe might be identified with an overall responsibility for coordinating the collection of this information in each region.

It is hoped that this information would provide the IFLA Standing Committee with options of how this project can be taken forward.

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Guidelines for Library/Information Educational Programs: for discussion

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Abstract

This paper will present a revision of the following draft guidelines. These have been refined following discussion at a workshop in Bangkok in 1999, and revisions during 1999/2000. The revised guidelines will be followed by discussion and recommendations for the final guidelines to be proposed by the Section for Education and Training.

Paper

MISSION, GOALS AND OBJECTIVES

Locus

The library/information educational program should be part of a degree-granting institution. Instruction should be at the university level. The description (name) and status (organizational level) of the program should be comparable to that of other programs in the country that are engaged in the education of professional personnel.

Mission

The library/information educational program's mission and goals should be clearly stated in a publicly available formal document. The program's mission should be consistent with the needs of the country and the values of its parent institution.

Objectives

The library/information educational program should identify specific objectives, derived from its goals, addressing philosophy, principles and methods of the program; areas of specialization; level of preparation provided; teaching, service and research values; and the perceived role of library and information services in society.

CURRICULUM

The curriculum should consist of a unified series of courses and other educational experiences based on the program's goals and objectives. It should provide students with a theoretical framework for practice in the library/information field. Opportunities to gain and demonstrate professional competencies should be a part of the educational program. An awareness of professional concerns should permeate the program.

General education

General education (outside of library and information specific courses) should be a major component of the total education for the library/information specialist. The amount and quality of general education should be equivalent to that required for a baccalaureate degree.

Core library/information coursework

Programs should refer to educational policy statements issued by professional associations that identify important knowledge and skill components. Examples of such statements include those issued by the Institute of Information Science (UK), the Library Association (UK), the Special Libraries Association (US), the Medical Library Association (US), the Association of Library Service to Children (US), the Australian Library and Information Association.

Core elements include:

1. The Information Environment and Policy
2. Information Generation, Communication and Use
3. Management of Information Agencies
4. Assessing Information Needs and Designing Responsive Services
5. Information Resource Management
6. Application of Information Technology to Organization and Retrieval of Information
7. Research, Analysis and Interpretation

8. Evaluation of Outcomes of Information and Library Use
9. Communication and Information Transfer Process

Continuing education

The program should either conduct suitable workshops and short courses for the benefit of practicing librarians and information specialists or partner with another agency in doing so.

FACULTY AND STAFF

Academic staff

The academic (teaching) staff should be sufficient to accomplish program objectives. The qualification of each full-time faculty member should include competence in the designated teaching areas, technological awareness, effectiveness in teaching, a sustained record of scholarship, and active participation in appropriate professional associations.

The educational program should have stated policies for appointment and promotion of full-time faculty equivalent to those in comparable units. All full-time faculty should hold advanced degrees from recognized academic institutions.

Part-time faculty should balance and complement the teaching competencies of full-time faculty.

Non-academic staff

Non-academic (clerical, secretarial, technical) staff should have qualifications equivalent to those of persons in comparable units. The number and kind of staff should be adequate to support the faculty in the performance of their responsibilities.

STUDENTS

Policies

Recruitment, admission, financial aid, placement, and other academic and administrative policies for students should be consistent with the mission, goals and objectives of the educational program. The policies should reflect the needs and values of the constituencies served by the program. Policies should be publicly available.

Admission

Selection of students should be based on clearly stated criteria. Interest, aptitude, intellectual and educational backgrounds should be addressed in the criteria. Standards for admission should be applied consistently.

Program of study

Students should have advisory assistance in constructing a coherent program of study to meet career aspirations consistent with the educational program's mission, goals and objectives. Evaluation of student achievement should be provided on a consistent and equitable basis.

Completion requirements

A clear statement of the requirements of the educational program should appear in a formal document that is available to students and prospective students. On completion of requirements, students should be awarded a degree, diploma, or certificate suitable to their level of study.

ADMINISTRATION AND FINANCIAL SUPPORT

Organization

The library/information educational program should occupy a distinct position in the administrative organization plan of the institution. It should have autonomy sufficient to ensure the intellectual integrity of the program is consistent with its goals and objectives.

Head of program

The head of the program should have status and authority comparable to heads of similar units in the parent institution. The head of the program should possess both academic qualifications comparable to those required of faculty and administrative ability and leadership skills.

Governance

Decisions should be based on clearly defined and publicly stated policies. Faculty, staff and students' participation in governance should be encouraged. Major decisions and activities should be documented.

Financial support

The educational program should have adequate financial support to develop and maintain a library and information course of study consistent with the expectations of practice and comparable to similar programs elsewhere. An annual budget should be administered by the head of the program. The level of support should relate to the number of faculty, administrative and support staff, instructional resources and facilities.

Planning

The program should have a clearly developed planning and evaluation process. The process should include an ongoing review of policies and procedures in light of anticipated changes in the library/information field and in the larger society. Faculty, staff and students should be involved in the planning activity.

INSTRUCTIONAL RESOURCES AND FACILITIES

Library resources

Library resources should be of sufficient depth and quantity to support the courses offered by the educational program and the research efforts of the faculty. A procedure for access to additional resources from other locations should be in place.

Internet resources

An adequate number of connections to the Internet should be available to ensure ready access to Internet resources for faculty and students.

Information technology resources

Computer hardware and software and multimedia resources should be provided sufficient for the level of use required for coursework and faculty research.

Physical facilities

The educational program's physical facilities should provide adequate space for faculty, staff and students to accomplish its objectives.

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Meeting Number: 110
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Libraries and librarians in India on the threshold of the 3rd millennium: challenges and risks

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Abstract

The information era with its electronic facilities will come with many challenges in all the sectors of development since information is the base for all developmental activities. Libraries and information centres and librarians will have their share of challenges and risks to partake in this major activity. To bring about this change India will need to have a vision for the 3rd millennium and each sector will have to adopt the latest developments in information technology. This includes change in the functions of the library to make it service oriented rather than collection building oriented; preservation and access may be considered as vital; marketing of information and library service development of library professionals to cope with new environment and to deal with the management techniques for dealing with the new objectives and prepare a national policy for libraries and information centres keeping in mind the needs of the different sectors within the field of Indian librarianship.

Paper

Introduction

The information age is here with many challenges and risks for the information generator and the information disseminator. The challenges before libraries and information centres are manifold. The main challenge will emerge from the

expected change in the very nature of future libraries and information centres.

Library Scenario in India

The diversity of the Indian library scenario is an important aspect for consideration while speaking about a vision for the 3rd millennium, since different library sectors in India are in various stages of development and no single solution or approach will be relevant in the Indian situation.

Indian library and information sector can be divided into five major areas: the National Library sector; Academic library sector; the Special and Scientific library sector, Government library sector; and the Public library sector due to various factors the scientific and special library sector is much more developed and modernized than the other four sectors.

The challenges which Indian libraries and librarians will encounter in the 3rd millennium are manifold but the most important challenge will be the change in the very nature of libraries and librarians i.e., the libraries must change from collection oriented institutions to service oriented organisations and librarians have to change from custodians of books and documents to information managers and disseminators. In this changing scenario IT will play the most important role. While taking advantage of the different components of information technology the libraries of each sector will have to ensure the following:

1. take stock of the actual need of the library and its users;
2. bring about change in the functions of the library to make it service oriented rather than collection oriented;
3. resource sharing and networking of libraries;
4. consider both preservation and access as vital components of library service;
5. marketing of information and library services;
6. development of library professionals to cope with the new environment;
7. utilization of management techniques for dealing with the new objectives.

At the decision-making level India will need a National Policy for libraries and information centres within the changed socio-economic environment keeping in mind the new requirements of the different sectors within the field of librarianship. It will now be worthwhile to analyze the present Library and Information scenario before preparing a vision for the 3rd millennium in each sector of librarianship in India.

The National Library Sector

The National Library sector in India can be divided into two types of libraries. The first one comprises the National Library, Calcutta and the recipient Public libraries under the Delivery of Books Act i.e., Delhi Public Library (DPL), Connemara Public Library, Chennai and the State Central Library, Mumbai. These are the depositories of the printed cultural heritage of India under the Delivery of Books Act.

The depository libraries are a very important part of the National Library sector because India is a very vast and multi-lingual country with rich linguistic heritage. The 3rd millennium will have to see the cooperation between all these four libraries with the National Library at the apex. This can only be implemented if all these libraries are modernized at the same scale and have

compatible systems to ensure resource sharing and networking. As these are financed by the Department of Culture (DoC) of the Government of India (GoI), the standards for modernization laid down by the DoC will be applicable to all these libraries.

The other part comprises the National level subject specific libraries such as National Science Library, National Medical Library, etc. In both these parts the National Library stands out as the largest single library which acts as the depository as well as the repository of all published material of India. The 20th century saw the development of all these national level libraries in isolation. The main challenge in the 3rd millennium in the national library sector would be to bring about close coordination between all these national level subject libraries and the National Library of India.

Academic Library Sector

The Academic library sector comprises school and college and the university libraries. While evolving a vision for university libraries for the millennium, the main focus should be on the role of the existing university library in addressing the national issues. Since most university libraries in India work in isolation some information need to be collected and collated before preparing such a perspective plan.

1. Data regarding the actual functioning of the library, its collection, user approach, library facilities, IT application status, library manpower status, etc.
2. A national agency may be identified for undertaking this work.

A major aspect of the new millennium will be cooperation at all levels starting from the local to the global level. Cooperation is a pre-requisite for all types of networking for resource sharing. Therefore, the following must be ensured before preparing the plan for linkages between university libraries.

1. Institutional commitment to accept the given measures.
2. Fund and support resource sharing solution.
3. Attitudinal changes in library staff to undertake additional responsibility in resource sharing environment.
4. Training of library staff to understand and appreciate the changed situation.

If these pre-requisites are made available the university libraries could plan for resource sharing programmes, apprenticeship in libraries for learning new skills and IT training programmes, consultancy in retro-conversion and in developing IT infrastructure. All these put together will be the basis of preparing a perspective plan and evolve a vision for university libraries in the country.

School and College Libraries

Excepting very high brow private schools, most schools in India do not have a library per se in the present situation. This area of librarianship is very neglected and needs immediate and continuous attention. As regards college libraries, most colleges have libraries but other than very well known colleges in each state, the ordinary colleges do not run libraries of any consequence. Therefore, India faces the challenges of actually preparing a perspective plan from scraich i.e., from collection development to networking through IT solutions, and will need a complete blueprint to develop these two types of libraries during the coming centuries.

India has set up the Information and Library Network (INFLIBNET) under the University Grants Commission (UGC) as the inter-university agency on library modernization to take the initiative and address the issues required to implement the perspective plan for the Academic sector. Each university and its affiliated college libraries also should be part of the overall scheme of development.

Distance Education

India has developed a well organized distance learning system through the Indira Gandhi National Open University (IGNOU) to achieve a high percentage of educated citizens as a prelude to an ultimate knowledge based society. The diversity and geographical distance of India need a strong, well-planned distance learning system for all citizens of the country. To make distance learning worthwhile the information base of the library sector will be equally responsible to be able to cater to the information need of Indians different societal levels. IGNOU has started some unique services for students with the help of IT but unless the rich collection of reading material available in different libraries in India are accessible to the younger generation the aim of distance learning gets nullified. Therefore, the academic sector has to be so inter-connected that it will also cater to distance learners.

Public Library Sector

The Public library system in India has developed over the years for more than a century, initially under the patronage of the aristocracy. However, the new independent India which developed a democratic society, recognised the need for public libraries which will work for the common good and will build a strong foundation for a democratic set up.

According to the Constitution of India, Public library development is a State responsibility. Therefore, all states are vested with the mandate to set up libraries within the state at different levels. But due to the diversity in the level of state-wise development, the Department of Culture, Government of India has set up Raja Rammohun Roy Library Foundation (RRRLF) to act as a nodal agency for development of public libraries in India.

Though library legislation is almost a pre-requisite, all the Indian states have not yet passed the library legislation. Therefore, RRRLF is also working towards a model Public Library Bill which may be able to encompass all the facets needed for development of public libraries to suit the new changing environment. Moreover, in the rural sector the local governments have been made responsible and accountable for the development of public library facilities through new constitutional amendments. Also, the Central Government is taking well-considered steps to make dissemination of information the main activity in all sectors which deal with rural and social development. The 3rd millennium will see a drastic change which will ensure cooperation and collaborative efforts between the information generating agencies (whether government or NGOs) and the libraries and the information dissemination sector. The government is seriously considering to bring about conceptual change in the rural library sector by coordinating its activities along with the continuing education schemes of the National Literacy Mission (NLM).

The RRRLF has also been given the responsibility of resource mobilization for modernisation of the state and district central libraries, the development of infrastructure and training of personnel. The Department of Culture through the

Central Secretariat Library (CSL) has laid down standards for library development software and networking as well as for bibliographic description to ensure standardization both in infrastructural development as well as retro-conversion of library catalogue in machine readable format.

Government Libraries

Government libraries in India were developed mainly during the British period to cater to the needs of the decision-makers and the bureaucrats. These libraries have always been institutionalised within the departments of the government. All these departmental and ministerial libraries have collected government documents mainly of their respective department/ministry and have restricted their acquisition to the need of the departmental staff alone. The Central Secretariat Library (CSL) has, however, worked within a broader spectrum being the main library in the ministerial and bureaucratic set up.

During the last 50 years some of the government libraries have been developed into well-organised collections which can cater to an informed clientele. Since government information started being handled by the National Informatics Centre (NIC), the use of information technology became the key word in the government sector. The Department of Culture, which is the nodal agency for library development in India, has taken viable steps towards resource sharing and networking of the libraries under its supervision. This includes the National Library, Calcutta, Central Secretariat Library and National Archives of India library, libraries under the Archaeological Survey of India and the Anthropological Survey of India, etc.

Special and Scientific Libraries

The special libraries and the libraries under Science and Technology group are in a much better developmental stage compared to the other four sectors. A good number of these libraries use current IT products and systems like computers, email, CD.ROMs and on-line storing and retrieval. Libraries and information centres of research institutions such as those under Council of Scientific and Industrial Research (CSIR), Defence Research and Development Organisation (DRDO), Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research (ICMR), Department of Atomic Energy (DAE), Indian Space and Research Organisation (ISRO), Department of Science & Technology (DST) and Institutes of higher learning like the Indian Institutes of Technology (IITs), Indian Institute of Science (IIS), Indian National Science Academy (INSA), Indian Institutes of Management (IIMs), are modernized and have been given the necessary resources for development.

Library Networks

Other than INFLIBNET, there are a number of networks which have developed in the past decade. These are either city networks or activity subject specific networks. Developing Libraries Network (DELNET), Calcutta Library Network (CALIBNET), Madras Library Network (MALIBNET), Management Library Network, etc., are important and useful ventures for networking and resource sharing. Future of Library Development and the Challenges in the 3rd Millennium The details given above actually picturizes the latest situation encountered by Indian librarianship till the end of the last millennium.

The main challenge in the Indian situation is to visualise the present situation and bring about changes so as to nullify the observations made in the World

Information Report, 1997-98, which are as follows:

- The bulk of the population is not information-dependent in day-to-day work and living.
- A large proportion of the population cannot consume information, especially if it is delivered in written form.
- The vast majority of the population does not have the means to access information.
- People in general are not accustomed to pay, cannot pay or are unwilling to pay for information. In fact, information does not even figure in their list of wants.
- The existing pattern of economic activities does not favour a growth in information consumption.
- The countries do not have sufficient capacity to invest in infrastructural development

Therefore, the future of Indian librarianship lies in descending from its ivory tower of catering to only a select few and the literate minority and to create a system which will penetrate into the actual information need of the majority of Indian people. So, there has to be a major paradigm shift to deal with the information needs of the vast majority of the population who at present do not have means to access information. Specially, the public library system in the country needs to be rejuvenated and re-modeled to cope with the present situation and the future trends.

There will be need to change the following on a broad-based basis in all types of libraries:

a. Library environment
b. Fragmented and isolated services
c. Organisational structure
d. Library collection
e. Information based infrastructure
f. Information and knowledge management

The first step towards this direction has been taken to a certain extent as the Report of the Working Group of the Planning Commission on Libraries and Informatics for the 9th Five Year Plan 1997-2002 addresses some of the challenges which confront Indian librarianship The Challenges and Risks for Librarians and Information Specialists in the 3rd Millennium The biggest challenge for Indian librarianship is to bring about attitudinal change among both library staff and users. Libraries and librarians are still the lowest priority in the decision making process and the librarians are the least visible persons. If this main challenge is confronted by librarians and libraries in real earnest it is only then that one can expect all the necessary changes within the system itself.

Libraries will also have to cope with the initiatives developed in the society in the changed IT environment. Libraries can no longer afford to remain institutionalized passive spectators. All the activities will now have to be tailored to give long distance and often home delivered information.

Opportunities and Risks

The new millennium will open up unprecedented opportunities for information professionals. Employers will no longer look for the traditional career requirements but a flexible work force which can take on different roles and responsibilities as and when required. In this context the following changes are

to be brought about in India:

1. Change the teaching curricula in the field of library and information science.
2. Utilize the traditional expertise and apply them effectively in the new situations by understanding the actual requirements and applying these skills.
3. Content generation to suit the new fields of study with the help of IT.
4. Play the role of information managers by utilizing the new technology to give access to the rich resources available in libraries.

Tomorrows information professionals will be knowledge navigators instead of information collectors. In the Indian situation the new generation of librarians will have to face these challenges and risks to remain in the information business in all the sectors. Inter-changeability and capabilities to adjust from one sector to the other will be the biggest challenge for Indian librarians.

National Policy for the New Millennium

To fructify all that has been stated above there is a felt need to frame a National Policy of Libraries and Information Systems and Services, suited to the new environment. The DoC had framed a National Policy on Library and Information System (NAPLIS) during the late 1980s which is a very good foundation for preparing a new policy which will encompass the futuristic viewpoints for the library sector as a whole. It has to spell out all relevant issues, challenges, threats and opportunities which are envisioned for the new millennium.

India is on the threshold of major changes which will be possible only if a worthwhile and modern information system is set up at the right time, with the help of right infrastructure and is administered by the right type of qualified people.

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Summary

Ms. Kalpana Dasgsupta completed her higher studies in India and in the United States. She has a Post Graduate degree in Political Science from Patna University, India and Master of Science in Library Science from Syracuse University, New York State, USA. Her career as a librarian started in 1965 and she has worked in the largest libraries in India. Her career graph has gone up from a Library Assistant in a special library to the Librarian and Head of the National Library of India. She is presently the Director of the Central Secretariat Library of the Dept. of Culture, Government of India (GOI). She has also acted as Director of the Delhi Public Library which is the largest public library system

in India. With 35 years of professional experience she acts as a technical advisor to many activities of the GOI. She is also consultant to the Prime Minister's Office for its library development. With her vast experience in management and technical development of libraries she has been acting as member of various high-powered committees of the GOI. She has more than 30 professional articles and has authored and edited several books in the field of library information science. She is presently the President of the Indian Library Association (ILA) for a period of 2 years (2000-2002) which is the largest national association in the field of librarianship in India.

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Annual Report

Christine Deschamps
President of IFLA

Paper

As every year, the time has come to sum up the various activities that I have been able to accomplish as President of IFLA.

Before speaking of my visits to librarians around the world, I would like to emphasise two essential lines of research and debate during the past year. The first, entirely internal to IFLA, was of course the work carried out on the revision of the IFLA statutes, and the revision concerning the Core Programmes. However I would not want to claim credit that was not due to me: it is clear that the excellent drafting of the new statutes submitted to you is primarily the work of our Secretary General, Mr Ross Shimmon.

But naturally the general outlines were drafted on the basis of the work of an ad hoc Consultative Group, and were discussed by both the full Professional Board and the Executive Board, before being sent to you.

The major idea underlying these statutes is undoubtedly to give IFLA a structure both more democratic and better adapted to the needs of the 21st Century. Organisations, like individuals, grow old. They also need, at regular intervals, a facelift, a new garb, a complete rejuvenation. That which was quite suitable in the 1970s is no longer suited to the year 2000, and the development of IFLA's membership requires better representation, a broader management structure, and better supported and stronger executive authority. We hope that the new structures will appear to you to be more appropriate.

Regarding the core programmes, our treasurer Derek Law already informed us some time ago about the need to review the core activities in the light of declining financial support and changing priorities. At the usual rate of spending, this year

is the last in which we can fund these programmes in their present form. Things cannot continue like this.

Let us be clear: IFLA does not have the means to continue these programmes, and we would have gone *"into the red"* as from next year. It is true that these programmes are partly funded by certain national or university libraries, whose generosity, year after year, I want to publicly acknowledge. But that is not enough, and IFLA cannot provide the balance of the total cost. This situation, which is forcing us to look again at the structures of the core programmes, is also therefore the opportunity to go back to basics and think about the content of these programmes as much as their method of operation and funding.

Some libraries pay, and in addition host a programme, and provide one or more professional staff; some pay without hosting a programme; and some do not pay at all. Therefore, having determined the situation by a report on the contribution of national libraries (only the library of the University of Uppsala, Sweden, which hosts the ALP Programme, falls outside this category), we thought it necessary to cooperate with the Conference of Directors of National Libraries (CDNL) to try and propose a programme of contributions (in terms of budget, staffing, or other) which would be shared more equally among these libraries.

Mr van Drimmelen, Director of the Royal Library of the Netherlands, chaired the 'Group of Seven' members of the Conference of Directors of National Libraries, to help us come to an acceptable solution, based on preliminary proposals presented to them at last year's conference. I am delighted to say, that with the Group's help, we are very close to agreement.

Some Core Programmes will be able to stay as they are, as they are the only actors in their specific field. We are only starting to reflect on this question. Some programmes feel themselves directly threatened. I believe I can say clearly here that it is not a question of getting rid of some programmes at any cost, or of denying the importance of the role of the libraries which host and/or fund them. On the contrary, thanks are due to all these programmes and libraries for their outstanding work, their unfailing generosity and their continuing commitment. But there again, times are changing, and technical progress requires us to re-examine the content of our activities, in order to help libraries as best we can to rise to new challenges in a constantly changing environment. In this context, not to change is to stagnate, and thus to die. Libraries must prove their capacity to change, and the body that represents them, IFLA, must be the first to organise change. I want to reassure you that we will not change everything all at once, for the sake of changing, and jettison achievements and successes. But we cannot continue indefinitely to work according to old patterns, or else we will become slow and inflexible.

As for the more delicate problem of the future of Division 8, we are well on the way to finding a solution which will allow the developing countries to continue to work together, in accordance with their wishes, while at the same time - so far from marginalising them by confining them in a separate structure - will integrate them into the work of the Sections and core activities.

At last year's conference, the Working Group on the Revision of the Statutes made a number of recommendations. All except one found favour and have now been incorporated in the proposed new Statutes. However, the proposal to abolish the Division of Regional Activities (Division 8) was withdrawn, in the light of the debates during the conference. Instead, a new advisory group, ably chaired by Marjorie Bloss, was set up to explore the issues surrounding that recommendation and its withdrawal. That group has now produced a very helpful discussion paper,

which I hope will result in firm proposals, following discussions at this conference and the wider consultation exercise. As the paper says, we are aiming at a *"structure in which people can participate regardless of their geographic location. We want to reduce the barriers to such participation, recognizing that we can all learn from each other. We recognize the need and the value of IFLA's regional structure while, at the same time, enabling people in those regions to participate in the overall professional programmes of IFLA".*

That is our ambition. I hope that everyone interested will contribute to the consultation so that we can come up with workable proposals.

As for my work dealing with IFLA's external relations, I would say the main theme this year has been consideration of the training of new information professionals, these *"knowledge workers"* as they are often called. Librarians, documentalists, archivists, museum specialists, all have common and overlapping competencies. To acquire these, common training should be envisaged, with specialised options according to different career paths. The development of the information society and relevant new technologies is closing the gaps between these professions. The management of records of archives and particularly of electronic archives of commercial firms and private societies, the management of image banks in museums, the notion of preservation and conservation, the storage and indexing of electronic or traditional objects, and searching for these data, are tasks common to all these professions. New methods of description - metadata / numerical identifiers - form the basis of the work of codification that librarians call cataloguing, but also of the daily work of related professions. New competencies are appearing, in step with the evolution of our professional tasks. In particular, I took part, this last northern winter, in discussions with the Council of Europe on cultural work in the new information society - after which a recommendation on the new professional profiles was drafted. It is to be hoped that this will be the harbinger of collaboration with all the professions related to libraries, not only for training more appropriate to the needs of a dramatically changing society, but also in the hope that this 'rapprochement' might enable the building of a new force in the information professions, to give us more weight, visibility and power, by improving our representation to the political decision-makers. We hope to continue our discussions in order to move in this direction.

Still in the area of training, this year will see the realisation of a project already announced last year. The first IFLA/OCLC Fellows from developing countries will be enabled to travel to the United States to undertake training in the practical applications of new technologies and visit numerous American establishments. Those fortunate enough to be granted this opportunity to improve their knowledge while discovering the libraries of the USA will then have to pass on their knowledge to their own countries, and we hope this will contribute to the improvement of training courses on the new information and communication technologies. More training, more standardisation, more compatibility and interoperability, this is the aim of my work for developing countries, as well as for others who may be further ahead in the use of technological equipment but who are not necessarily more effective due to wrong use of their resources. To work together with librarians ready to confront the difficulties of international cooperation, in order to help all countries find points of agreement and common programmes, that is our goal in improving professional training courses. IFLA sees this as a prime obligation.

Over and above this work of principle, I have also undertaken some professional visits. This year it was the turn of Senegal and Morocco, with special attention paid to their training organisations. I was welcomed in turn by EBAD (Ecole de

Bibliothécaires et d'Archivistes de Dakar - the School of Library and Archive Studies in Dakar) which provides training for professionals from many French-speaking countries of sub-Saharan Africa, and ESI (Ecole des Sciences de l'Information) in Rabat which also runs many cooperative regional projects for the Arab countries of the Maghreb and possible a future regional office. In these two countries, librarians have an enlightened vision of their mission to provide training, and of the role of libraries in their respective regions. These relationships between IFLA and the main training centres in various regions of the world must continue to develop. The future of the profession depends on it.

Parallel to those visits, I also visited countries which are working on the preparation of future IFLA Conferences. Argentina, the USA, and Germany gave me a warm welcome (literally in the case of Argentina where it was 25°C hotter than in Paris!) and demonstrated quite remarkable efficiency and organisation. I met there some important local personalities, and also association members of IFLA who will be asked to contribute to the preparation of the Conference. Each country has its difficulties, its particular local situation, but also its treasures to be discovered, its commitment and its enthusiasm. Believe me when I say this augurs well for our future Conferences!

Before concluding, I would like to add that I have also, as each year, worked in liaison with UNESCO, the International Council of Archives, the International Federation for Information and Documentation, the International Council of Museums, and the International Organization for Standardization. This year, we have pursued our discussions with the publishers, and I have set up links with the International Book Agency, while the Committee on Legal Matters has continued its work representing libraries in institutions working on copyright, and the FAIFE Committee has played an extremely active role in supporting librarians working in countries where freedom of expression is not always respected. FAIFE also took part in a UN-sponsored mission to evaluate the reconstruction of library collections in Kosovo. We fulfil our commitments at all levels, for the greater good of libraries and librarians around the world.

I would like to conclude here on an optimistic note. For the first time since the payment system for IFLA's membership fees was set up, we have succeeded in finding a budget solution which allows us to announce here today a significant reduction in fees for Institutional members in the least developing countries. At the same time, we are proposing to apply small changes reflect increases in costs every two years, so as to avoid sudden drastic increases at irregular intervals. From now on, the least developed countries will pay a membership fee nearly 60% lower than other countries. This is real progress toward real democracy within IFLA, which will, I hope, allow countries in difficulty to continue in membership of IFLA and to benefit from all the advantages of membership. Despite their financial problems, they will be able to remain members of the library community and the greatest benefits of solidarity will be gained.

Those then were the main aspects of my work over the past year. I wish you all a useful and enjoyable conference, that brings together the guardians of books in the country of the Book, at the beginning of a new millennium…

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Issues for smaller legislative research services

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Paper

When I was invited to participate in this workshop by giving a presentation on "issues for smaller legislative research services", my first obvious question was: what is a smaller research service? The question could be interpreted from several different points of view, so let us begin -- for today's purposes -- by considering common sense definitions of "smaller":

- small as opposed to large, like the CRS;
- small meaning new and not yet consolidated in time;
- small meaning with budgets that are small compared with those of other countries;
- small as being in smaller countries (i.e., those with fewer than a certain number of inhabitants or members of parliament);
- small as being situated in less developed countries;
- small meaning that few people work in the research service; and
- It can always mean that small is beautiful, too.

For this workshop, then, we shall keep the concept of small rather flexible to encompass any of these alternatives, or even new ones that may be suggested in the course of the day. Small can mean all of the above, and can include a wide range of legislative research services. Indeed, large legislative research services would seem to be the exception and to occur less frequently than smaller ones, which are those most usually encountered in the parliamentary information environment.

Even though we all have a common understanding of a research service, I will make it somewhat more explicit for the purposes of this workshop:

1. A legislative research service implies the provision of value-added research products and services, as distinct from traditional library information services offering access to sources (books, serials, documents, data bases etc.), bibliographies, quick reference and assistance. Thus, a legislative research service prepares and provides information dossiers; in-depth subject studies; pro and contra arguments; briefings to parliamentarians; and other services or products of similar breadth and scope, published or not.

2. The word "research" in the name implies an aggregation of knowledge beyond that found in traditional library information services.

The third element of our subject, "issues", includes aspects such as workload, resources, technology, non-partisanship, political intervention, attracting good staff, familiarizing members of parliament with the service, relations between library services, relations with other legislative staffs, competition, accommodation, and plans for the future. This leaves us with a rather open-ended and very flexible structure for this presentation in order to facilitate discussion, questions and participation, and, it is hoped, to be provocative.

I apologize, because I know this is nothing new; nevertheless, it is useful to start this workshop on common ground and words have the mysterious and sometimes fatal quality of meaning different things to different people.

Within this framework, I will quickly describe two recent cases: the Research Services of the Chilean Library of Congress and the Legislative Assistance Services of the Guatemalan Congress.

Research Services: Chilean Library of Congresss

In 1990, the Chilean Library of Congress set up a Research Service based on the CRS model. It consisted of:

- a Parliamentary Library with traditional services (mainly collections and reference work);
- a group of non-traditional services and databases (legislative and legal databases as well as other databases);
- an electronic / virtual library;
- a research department with nine researchers to prepare research papers on demand for 120 deputies and 48 senators. (These researchers are themselves major users of the Library's information resources and reference services.)

Initially, the service generated studies as requested by individual members of the Chilean Congress, with labour- and knowledge-intensive products being prepared by the researchers. This model, which had aimed at creating a demand for research studies, was so successful that it had its own doomsday virus. As the research group made itself known, the basic research staff was ever more unable to respond to all of the requests; thus the danger of offering an inadequate service became a real problem. When you cannot meet to all of your requests (because of too few people and resources), parliamentarians are left dissatisfied and form the perception that the service is not good enough; moreover, budgetary restraints mean that unimpeded growth to accommodate increasing

demand is not an option. Secondly, this one-on-one basis made the client - researcher relationship mutually dependent but without necessarily balancing all the users or the major issues for Parliament or the Library. A few clients were getting all of the service and quite a large proportion were left with none.

As a result, this model is currently being questioned and is facing a possible restructuring.. Some options being considered are:

- To infuse more resources into the research group and increase the number of researchers;
- To outsource some research to universities or think-tanks;
- To change editorial direction and provide more general briefings and fewer individual in-depth papers;
- To shift client focus to legislative commissions and away from individual members.

All of these options have strengths and weaknesses and not all are equally feasible. For example, to infuse more resources would involve a change in the budget structure, which would be difficult to attain. Outsourcing would require management capabilities and quality controls. Changing editorial direction would be possible, but could leave some clients dissatisfied because of the lack of legislative assistance. To shift client focus, an option also being evaluated, would result in a very loose structure, within a networked organizational model (almost a matrix structure), in which a group of people would provide information, consulting services, and research directly to the legislative commissions.

This major change from serving individual clients to serving groups of clients would enable the Library to cover more areas, provide more satisfactory services and collaborate directly within the legislative process rather than from outside it. There are some caveats, though, which are probably common to all parliamentary environments. For example, the lifelong clerks and permanent staff (the ones who stay while the politicians come and go) are generally quite conservative and not amenable to change. In the Chilean case, the movement for change came from within, after public debates on the quality of the laws being passed by Congress. This need for better laws, with more knowledge added, created a niche of demand that the Library could fill if by refocusing its research efforts.

The project of redirecting research work is now in a pilot phase in order to evaluate resources, expertise, internal capabilities, organize the working groups by providing them with management, coordination and quality control, and insert them into the legislative commissions or into a pared down editorial framework.. All the possible alternatives are being considered, and one thing is sure: to achieve a very successful start-up service, growth and change have to be included in the initial model.

Legislative Assistance Services (Research Services) Congress of Guatemala

Another interesting model of a research service is that of the Congress of Guatemala. Here, the permanent Technical Assistance Unit, UPAT, offers research and technical assistance to representatives, legislative commissions and other offices within the Congress. It prepares research papers, offers consulting

services to legislators, and acts as liaison between Guatemalan and foreign experts and Congress. As well as preparing information files as requested by representatives, UPAT drafts bills for future laws.

The interesting thing about UPAT is that the work is done by university students with a supervising mentor, who is an expert in a particular field. The files can include policy, legislation, and comparative law, and make reference to periodicals, as well as press and other material. The students act as legislative assistants in a voluntary capacity, while the mentor is a respected university professor or expert who directs and monitors the research.

The structure of UPAT is as follows: a Technical Assistance Group receives the request and decides whether the work is to be done or not, while the Academic Council assigns the study to a legislative assistant and a mentor who provides support and supervision.

There are some very interesting aspects of this organization:

a. Highly motivated young people contribute to the studies and research services;
b. The selection criteria for determining whether a study is to be done and the precisely established editorial direction mean that the parliamentarians knows exactly what they will receive when they request a research paper.
c. The level of structure in the work done by the students enables results to be standardized through established processes, procedures and work flows.
d. Joint ventures are carried out with external organizations, including the University of Texas.
e. The low-cost operation taps into the national resources available, such as university students and research projects within academia.
f. The demand for research was created before research capabilities were established within the Guatemalan Congress.

Some of the weaknesses observed are the need to have UPAT formally established within the Congress and the need for students to be remunerated for their work; voluntary work lends itself well to a pilot project but is not appropriate for consolidating a research service for the Guatemalan Congress. The main danger is that the service is vulnerable in that it is not part of the legislative process, has no budget of its own for technology or information resources, and does not have the capability of growing beyond its present state to a more mature level of expertise; moreover, the best volunteers will eventually find work elsewhere. The main strength of the service is that it is flexible, very low-cost, and, as a pilot project, is a good way to convince parliamentarians of the need for such a service, especially as it taps into largely unused services such as students and university professors.
It is a model worth considering by smaller countries that want to initiate a legislative research service and create a need and demand for research among parliamentary clients.

Issues for Smaller Legislative Research Services: A Few Important Points

From these two examples, we can draw some important conclusions.

Service Issues

- Gain the confidence of clients by consistently delivering that which the service set out to do: keeping commitments with respect to content and opportunity (just in case and just in time).
- Have an explicit design for the scale of services and products so as to keep a clear view of editorial lines, products, the breadth, scope and timeliness of contents and resources involved, and to be aware of what should be changed when the time comes.
- Maintain quality control through peer or other review and client feedback.
- Work to meet the needs of tomorrow (bills, projects, etc.) and not for what has already happened in the legislature.
- Have an eye to growth capabilities. For example, what happens if an initial research group is so succesful that it is swamped by requests from parliamentarians?

Management Issues and Value System

- Make costing and budgeting explicit, even if there is no assigned budget. It is a question of management, and may bring the institution closer to obtaining needed funds.
- Maintain flexibility: there should be frequent evaluations and unused or unrequested services or products should be dropped.
- Demonstrate non- partisanship so the service will keep going beyond government and political changes.
- Avoid satisfying one client to the detriment of others; the service must have the image of being fair to all users.
- Grab opportunities: identify information niches that can be filled by the service; access resources from external sources: grants, etc.
- Provide as professional a service as possible.

Resource Issues

- Have information sources available in hard-copy, on the Internet or in other formats.
- Train a well prepared, motivated staff, which will not necessarily consist of many people.
- Make use of technology, which is a cost- effective way of getting the work done and providing access to information resources: it is less expensive to have Internet access than to build up entire collections on a subject.
- Maintain contacts, contacts and more contacts with peers in the country of origin and elsewhere. Friends can be extremely helpful in providing current information rather than just donations of last year's reference collection.
- Obtain external resources for projects: for example, GLIN for legal databases.
- Place money, time, resources, collections, etc., where they are strategically most important and address the main business of the service by serving more clients more fully. At the beginning, do not place scarce money where it will not be noticed, used or valued, but concentrate on high user impact areas.
- Obtain and hold on to physical space. Office space is not a trivial issue; it has an enormous impact on information services within a given environment. The bottom line is that everyone has to sit somewhere, have a desk, maybe a phone, ideally a computer with Internet access.

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Memory of basic library systems (lines)

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Paper

PREFACE

Viet Nam is an agricultural country with 80% of population being farmers engaged in production of agricultural commodities. Part of the population is still living in poverty, unemployment and earning low incomes. The social structure is composed of large families causing considerable difficulties. Therefore, during the last 25 years the main duty of public libraries was to serve the agricultural and rural areas. Libraries have been researching and performing creative works by sending publications (i.e. magazines/ newspapers) to rural areas, strengthening and building new library systems in cultural hamlets, groups of cultural families and cultural gatherings at villages/wards and integrating farm libraries in villages, and establishing libraries for production groups and mobile libraries in local areas.

From practical experiences during 25 years of development of basic library systems, we have learnt and mastered plenty of good lessons. In reality it is the library activities which contributes to the cultural life of working classes in remote rural areas, justifying the demand for library activities by doing such small but useful works today.

In 1986, due to the tendency of reforming the entire country, the basic library system has turned into a new juncture of reform. It is the library personnel's duty and challenge to find solutions to problems, develop library plans, establish basic libraries and to send publications to serve people in rural areas.

Originating from specific conditions in local areas, the province's library has developed activities of two-year basic library of 1996-1997 and activities of three-year basic library of 1998-2000, in order to achieve a basic objective by strengthening and improving the quality of library activities in districts/towns developing basic library systems and rotating books among areas.

Time in and time out, for 25 years, sadness and happiness have united us together. The memory of basic libraries and library personnel's steps have engraved on the way of the countryside. What has been achieved is very limited compared with people's demand, while other things remain undone and require Baria - Vung Tau Province to research, think about and try harder with the hope of satisfying readers and society.

Our hope for the future is that the basic library system will be more widely opened so that everybody: family, factory, school, farming/forestry sites etc. will have books which will help readers have larger and wider view, that can allow them to adopt or relate to views about other parts of the world: Asia, Europe, Africa, America, Australia etc. Interestingly can you figure out what happens if in some day, you don't have books in your life?

MEMORY OF BASIC LIBRARY SYSTEMS (LINES)

30 April 1975 marked a great historic event to Vietnamese people: peace to the country, end of a disastrous war lasting 20 years, the whole population enjoyed national re-unification. From this time in the history of Viet Nam came into a new era of Independence - Freedom - Happiness and Re-construction.

Together with hard work to establish a new life after the liberation war, the public library systems in southern provinces and cities were established and among them was Vung Tau City, a temporarily occupied area during the war before 1975, and faced with all difficulties mainly shortage of office buildings, publications, personnel and means of operation etc...

Before 1975, there were almost no libraries in towns and rural areas because of lack investment in this field. Besides, the library is considered as something luxurious and strange to the majority of the working class. After the liberation day (30 April 1975) together with other cultural activities library systems were set up, but this was rather strange to many people. In order to solve the problem, much work was done behind the scene, quietly over the past 25 years. Consequently, there has been positive development in libraries bringing books to readers in rural areas. To achieve this goal, libraries have had many challenges -ups and downs in tears and smiles. Throughout these activities, we recalled and reminded ourselves of the goal of the work and the question we wanted to answer: How can we send publications/books or reading materials that cover science and knowledge to farmers in rural areas?

Viet Nam is an agricultural country with 80% of farmers who produce agricultural commodities. Part of the population is still living in poverty, unemployment and earning low incomes. The social structure is composed o large families causing considerable difficulties. Therefore, during the last 25 years the main duty of public libraries was to serve agriculture and rural area. Libraries have been researching and doing creative works by sending publications (i.e. magazines/newspapers) to rural areas, strengthening and building new library systems in cultural hamlets, groups of cultural families and cultural gatherings at villages/wards and integrating farm libraries with villages, and establishing libraries for production groups and mobile libraries in local

areas.

1975-2000: In the recent 25 years, following the librarian, books have been available in towns/cities and rural areas, mountainous regions, rubber plantations. They crossed hundreds of nautical miles to "Con Dao" Island, on board Navy Ships, and as far as oilrigs. Despite the hardships, books have become good friends, spiritual food to wounded soldiers in hospital (Long Hai Convalescence Center) and Frontier Guards at "Ben Da", "Binh Chau", Phuoc Buu", Hon Cau" etc...[Geographic Destinations]. Because of the Department of Labor, War casualties and Social Affairs Re-education Program, books have been made available widely to help people to help themselves. They have also entered strict/venerable places to improve the objective of "Honest Life - Fair Religion" (i.e. the library at school of Buddhism at "Dai Tung Lam").

As said by Prof. D. O. Dapice, Institute for international Development of Harvard "None of Asian countries can grow economical without having established a development foundation in rural areas". Therefore, we have realized the basic library systems in two ways:

- Set books to serve agricultural/rural areas; and to rubber plantations.
- Continued network initiative to provide books to rural areas and islands.

In a simple way, we first sent books to the agricultural sector, supporting libraries of production groups in agricultural cooperatives, through disseminating information on agro-science and technology. The "Quyet Thang" Agricultural Cooperative (Long Huong Village - Baria Town), a typical example of agricultural producer for many years, and successful in planting rice and raising shrimps. The Province's library coordinated with that of "Chua Thanh" (District), presently the library of Baria Town, setting up an agricultural library with a framework of agricultural books in compliance with the cooperative's production. The site location of the library is at a cooperative member's (home), who holds a vast knowledge of agro-science and technology. The province and district have rotated the books for this library in each quarter. The technology of raising shrimps in brackish water received major attention from farmers who were faced with heavy losses since they used to produce by natural method "i.e. relying on nature". From this practical experience, the province's library in coordination with the Agriculture Department invited agricultural engineers from the Agriculture/Forestry University of Ho Chi Minh to Vung Tau to talk about raising shrimp in brackish water in BariaVung Tau areas. After which good results have been achieved and shrimp raising has brought tens of million "Vndong" to cooperative members annually. Moreover, the most important point is that the cooperative has learnt how the process of shrimp raising in brackish water.

With this primary result, although seemingly somehow humble, we daringly proceeded to bring books to farmers in rural areas, by establishing in 1984 a self-help library as desired by a number of farmers in Long Hiep Hamlet, Long Dien Village Town, Long Dat District.

I personally met Mr. Ba Ri, the Group's Chief who is optimistic, open minded and knowledgeable. He said:

> "In order to become an effective producer, it is necessary to adopt scientific and technological methods, and the only way to improve raising animals and growing trees/plants is to learn from books and practical experiences. By so doing, we are able to improve people's knowledge and revitalize

> farming methods by providing more technology that is scientific for the majority of farmers."

It was then that this library was established with publications/books donated by people. In addition to primary advantages, the province's library and that of Long Dien town supported it by adding and circulating more publications. Besides agricultural publications, the library is equipped with academic/text-books for adults and even books for children's entertainment.

Why did the Group decide to set up a library in conditions of such difficulty? Answering the question he said,

> "The publications/books have helped us solve a lot of problems: selecting seed shrimp and fish farming in brackish water, insecticide... particularly through books and practical appliances of books, the group has step-by step succeeded in convincing elderly farmers who for a long time used to leave farming works to "natural methods" and superstition."

During the times of moving books to his Group, Mr. Tam Lam who is in charge of techniques also said:

> "It is thanks to Ba Ri who whenever he discovers interesting points in books, relays those point to farmers. Without his help we would have already lost all our crops merely because of some insects and worms."

While operating these libraries the memory that is retained in my mind is that of a tiny library in a peaceful rural area being changed and proceeding to better situation after the war years with gentle and honest farmers who are attracted by technology. Mr. Ba Ri's words still ring in my ears:

> "Books are necessary not only to our old farmers' class, but also to teenagers. I hope later there will be more interesting books not only for entertainment but also for improvement of young men's knowledge. The young men will be taught to have hope and to build their country".

"More books, come to farmers please!" is what said by Mr. Pham Duc Tuan, an excellent farmer in Tan Thanh District, Baria-Vung Tau Province who distinguished himself by being a presenter at a seminar of "Library serving agriculture and agricultural development" held by the Union of Libraries in Eastern and Southern most of Central Vietnam, in 1998. He revealed that books, newspapers and appliances of technical advances, practical experiences had helped him to become a farmer who could have raised chickens, earning from 100 million "VN dong" per year.

The Quyet Thang Agricultural Cooperative (Long Huang - Baria), Long Hiep Production Group (LongDien - Long Dat District) and the practical experiences gained by Mr. Duc Tuan (Tan Thanh District) have clearly shown the value of books/newspapers, as a source of information that has earned success through expanded growth in production. These practices, of widely developing library networks in rural areas, have taught us valuable lessons. Firstly, learning to develop programs to provide books to rural areas, by urging farmers' households to donate books to the libraries that have been established, and that are being housed or held by an experienced farmer who is knowledgeable of agricultural technology and loves books. Secondly, he is willing to distribute and lend books to other members of the agricultural cooperative. Finally, we have learnt developing libraries through agricultural clubs, farmers and gardeners associations that can disseminate documents or information about agricultural

sciences/technology.

In the past 25 years, librarians' routes have been widely opened in the countryside. Districts/towns' libraries have been set up and put into permanent operation. Visitors will be surprised by "Con Dao" (Island) a place known as "hell on earth" where Vietnamese patriots were kept and tortured - now becomes a cultural island with famous history, and a cultural ecological tourist destination attracting visitors from Viet Nam and foreign countries.

Books have been available there since the day of liberation in 1975. At present, "Con Dao" Island has its own post office, TV Station, children's house, school, club and a library with more than 10,000 books. The "Con Dao" (Island) library, a well-known address which is a community cultural destination of the islanders, demonstrates a new way of living, allowing people to show their hope for their bright future. It wouldn't be a coincidence when Star Cruise Tourist Operators (Australian) choose "Con Dao" as the tourist destination for their global Super-Star cruiser, with a capacity of 1,200 passengers, to drop at the island once a week. They have found that "Con Dao" is a splendid destination painted in blood and tears of many generations of Vietnamese convicts who loved peace and freedom.

Please visit "Con Dao" Island's library at least once.

Continuing the networks of providing books to rural areas and islands, is the system of book provision to the Frontier Guards' posts realized in the recent years by a contract between the province's library and the Frontier Guards Headquarters. In addition to the publications provided by the central military library ever year, the provincial library periodically supplies publications through Frontier Guards' central library to serve the soldiers. It is only by coming to the Frontier Guards Post that we were able to see how eager for the books the soldiers are. This is seen in their reception of the publications. It is the joint policy of military and cultural authorities to set up cultural facilities for improving spiritual life of soldiers, hoping that this policy will be further and further developed.

Libraries serving agricultural sector in rural areas, islands and Frontier Guards all over Baria-Vung Tau have experienced difficulties, successes and failures. What we recall is that although our contribution is so humble, it is useful, and brings about happiness to everybody from all walks of life. These are greatly valuable gifts to us.

Books serving rubber plantation workers and industry include various fields, and we can see more typical workers and new way of working described in them, however, not all good things are gold and run smoothly all the time. We have come to some rubber plantations, going on laterite roads, dirty in sunshine and muddy in rain, seeing immense plantations running as far as the horizon. What impressed me were rubber plantations in remote areas of Hoa Binh, Cu Bi, Xa Bang, etc... where thousands of workers were working very hard to tap sap from rubber trees, enriching the country.

In the recent years in the area of Rubber Company of Ba Ria, a library system has been set up. It includes the Company's central library, four libraries for rubber plantations, eight reading rooms for the various sections and enterprises and tens of book "wards" for the production units located five km from plantations head office. These libraries have contributed to the improvement of cultural activities and workers' spiritual life, sharing in the socio-economic growth of rural areas/rubber plantations. We recall in the past our libraries were

located in thatch houses with dirt walls, but now the libraries are housed in large buildings. At the beginning the establishment of a central library of the Company includes two parts: in-place service and development of a basic network with a mobile book ward.

Short term training courses for librarians of central libraries and plantations are operated. After the plantation libraries were set up, book "wards" were gradually developed for the other production units. Coordinating with the provincial library, publications are rotated to serve readers as a mobile library. In 1997, four libraries on the plantations of Hoa Binh, Cu Bi, Xa Bang and Binh Ba were built and renovated at a cost of hundred million "VN Dong". Presently, upon coming to plantations, people can be proud of their libraries: a cultural destination. As said by Ho Thanh, a worker in Hoa Binh Plantation: "After my hard work I like going to the library building where there is the sign saying "library" - which allows me to feel peaceful..."

A typical excellent activity of the library at Ba Ria Rubber Company and of the Baria - Vung Tau library is the library of Hoa Binh Rubber Plantation, which is situated in the Hoa Binh Village, Xuyen Moc District, Baria - Vung Tau Province. The library was honored to have received numerous national cultural delegations, leaders of the Ministry of Culture and officers who visited and worked for. In the past 19 years, the growth of Hoa Binh Rubber Plantation Library has closely followed the librarian's steps and the move to mobile library during which the librarian was jokingly known as "Red-skinned man" since he was fully covered with laterite dirt on the way to the plantation.

In 1981, among rubble of fallen trees in the jungle, at the head office of the plantation, a humble reading room was erected with some hundred books, but now there is a big library in a sophisticated building constructed by the Company in 1997. It is 120-sq. m. large fully equipped with technical instruments of a library. The library becomes a gathering point for workers after work. It now has 2,532 book entries , 10 kinds of magazines/newspapers, and in charge of the library is a medium ranking librarian who has been trained in library skills and earns an average of VND 800,000 per month.

In addition to its service at the head office of the plantation, the library is responsible for developing book "wards" and to circulate books among sub-libraries. So far, there have been five book wards in production Units 2, 3, 4, 5, in which Unit 2 has a new reading room built from the fund raised by the workers. Each unit's book ward has from 300 entries of books and 150 entries for circulation. Managing the book ward is a job level of the labor union whose skill is suitable to library activities and is paid VND 100,000/120,000 per month in addition to original salary. The unit's book ward is further equipped with magazines/newspapers donated by groups and units for common use.

The activities of the units' book wards are not coincident but they originate from the leadership of the Company's Labor Union and from the workers through the annual Worker Conference. All this is in line with the view of the motto: "All for production", "Let's serve for the benefit of workers", although nowadays activities of Hoa Binh Plantation library haven't caught up with the reading requirements of workers, they have really contributed to the cultural life of workers and people in distant rural areas and proved that the activities of the library are necessary.

From practical experiences, we have learned much about organization and operation of a rubber plantation's library. From the specific job of rubber workers which is both agricultural and industrial, most rubber workers live far away from

central or populated areas, their families are rather large and poorly educated while the quality of their skill and product is also a decisive factor, so the requirement for self-teaching and cultural benefits have become real and should be satisfied. In an attempt to develop a creative working movement, a healthy cultural environment, it is necessary to set up structures to accommodate cultural and sportive activities to improve people's knowledge and to eliminate shortage of information.

Firstly it is to introduce library activities to the resolution of workers' annual congress. On this basis, step-by-step, we invest funds to establish facilities, publications, train personnel and develop basic networks of book wards and reading rooms.

Library personnel must be from the production circle, love their career, like reading magazine/newspapers, know how to operate the circulation of materials, how to motivate workers, and are professionally trained. It will also be regularly interested in financial regime such as salary, bonus, over time payment to librarians or to personnel who concurrently take charge of library. In their good and stable spiritual and material life, the librarian will be closely linked with his work and do his job more efficiently.

The library activity must originate from genuine aspiration and true requirements of workers. From the specific work of rubber career, we set up an operational plan in a way suitable to workers and create favorable conditions to allow readers to come to library. The operational hours must be flexible and seasonal, and the publications must be suitable to the majority of workers.

Maintenance and development of library: It is essential to invest in library. However, first of all, the library must prove itself by its activities that bring about good social impact upon the community by magazines/newspapers. That is knowledge and education of workers given to them by books. An idea of improving technology, a new industrial process, a nice behavior, a good word, shall gradually minimize bad practice and superstition.

In 1986, Viet Nam started a total reform of the country with new management policies for socio-economic growth the impact of which has caused increasing production and released creative and potential working capacity. With 15 years of reform achievements, the country has escaped from a long crisis and entered a new era of development which is a period of boosting up industrialization and modernization to achieve the objective of "wealthy people, powerful nation, civilized and equal society." In new conditions with numerous advantages together with challenges, the library achievements of Viet Nam in general, and Baria - Vung Tau Province in particular, have actively contributed to the national reform. With such a sense of happiness arises in me.

Planning for direction of development of local library: It is a challenge and also a requirement to the library personnel of Baria - Vung Tau Province to find solutions to problems of setting up basic library networks, sending books, magazines/newspapers to serve people in the new era, when district/town library networks are operating in a limited level, and village/ward libraries came into deadlock and completely collapsed in early 1990 in all over the province.

Baria - Vung Tau Province was activated in 1991, its area covers more than 2,000 sq. km. And has a population of 750,000 inhabitants. It is a region rich in many sectors: oil/gas, sea product, seaport and travel. Situated in Southern key economic area (including Ho Chi Minh City, Dong Nai, Baria Vung-Tau and Binh Duong), it has a high rate of economic development (GDP). Baria

Vung-Tau is proving to be successful with the support of a rather large number of scientific/technological personnel and workers comparable to its population. It has 6,000 people graduating from universities/colleges and above, among them are 50 Doctoral and Masters degree holders. After 15 years of reform, these Doctoral and Masters degree holders have completed nearly 220 scientific and technological subjects at national and provincial levels, among the subjects were 80 basic research and scientific subjects, 93 industrial processing research and a number of production projects... typically speaking, we should notice Vietsopetro J.V. Enterprise as employing the largest group of scientific/industrial personnel including 1,400 people with university and college levels - 29 Doctoral degree holders (excluding large groups of expatriate experts).

In reference to the master plan in 2010, Baria Vung-Tau will have 9 industrial parks: My Xuan, Phu My I, Phu My II, Ngai Giao, Long Huong, Northern Vung Tau, Long Son, Phuoc Thang and Dong Xuyen. Also according to the master plan, in 2000, 7 of the above industrial park will be developed to accommodate some key factories: oil/gas, chemical, fertilizer, textile, leather, garment, steel manufacture, ship building/repair and electricity. Due to economic growth, an increase in working force is a reasonable requirement of the local aimed at estimating and providing publications, developing library networks to satisfy local demands. As estimated, on average each industrial park will need 8,000 to 10,000 employees: technicians: scientific and technological personnel will increase from 15,000 to 20,000 in 2000 to 2010.

Starting from the specific condition of the local area, and based on the operation of the state libraries and others such as: library networks of Rubber Company, and library networks of schools, of the Department of Education and Training, Frontier Guard Soldiers, and the other agencies... Baria Vung-Tau comprehensive library implemented basic library plan for two years 1996-1997, aiming at standardizing the management of library and professional skill in order to improve activities of local libraries. This program has achieved good results, creating changes in basic library's activities.

Fortunately, I got a chance to attend the 65th IFLA Conference in Bangkok, Thailand in 1999, which reported specialized subjects, and I discussed with my colleagues about mobile libraries of ASEAN countries by using trucks, trains and ships as mobile libraries. These used to be the problems I had been thinking of and now that they were opened up, they urged me to initiate mobile library scheme to convey books to the countryside.

Aimed at coping with new development of libraries in local areas and overcoming limitations of basic library activities in 1996-1997, with experiences we learned from friendly countries, Baria Vung-Tau provincial comprehensive library continued it's program of library operation for 3 years: 1998-2000 under orientation of Viet Nam public library network which is "to concentrate and strengthen the district/town library network and develop reading activities by socializing methods."

In order to realize the aims of the libraries' program the provincial library performs many basic comprehensive and suitable solutions by forming a steering committee for development of basic libraries, setting up book rotation schedules from the province to districts to serve readers on mobile basis, establishing mobile library teams operated by 3 team members and assigning a truck to transport publications to serve periodical book rotation among basic libraries.

There are 50/61 libraries/reading rooms of villages/wards that have been set up, providing beautiful flowers in the cultural garden of Baria Vung-Tau which

reveal a really good policy of the local government in building a basic cultural life.

Circulation or rotating of books to serve people in rural areas is not quite a new method, because it has been a routine activity in the setting up a library. However, to effectively operate it, increasing rotation rates must practice a right performance. With experiences from the regional countries, the way to use trucks for mobile libraries, is right because at the present trains/tubes are not available in our locality.

Mobile library trucks have been in operation for a short period of time, since July 1999, and proved to be a favorable method of providing publications to basic libraries in the province. This showed that we had moved on in the right direction in this situation that through the rapid establishment of libraries/reading rooms. It also chased away suspicions though at the beginning days. Many theories and practices have been considered with regard to orientation of mobile libraries in future. The most important point is that rotation of books has been able to solve problems of book shortage that had been existing for long time. Economically speaking, the method has brought large benefits, saved expenses form buying magazines/newspapers while due to rotation, a book or a newspaper could be used by so many readers in various places. Opening diaries of mobile libraries, we saw a lot of words said by readers and librarians encouraging us: "I am really happy and impressed upon seeing the children passionately attracted by each page of books. We wish that these days and these minutes would never end", said Nguyen Hung, Chief of Suoi Nghe cultural section, "This is a new type of service which attracts a lot of readers, especially the students who live in rubber plantations and rural areas. How happy the readers would be if mobile libraries could return regularly". (Library of Hoa Binh rubber plantation).

Appraising a library doesn't mean how many rare and valuable books it has had, or how sophisticated and splendid it is, but how many readers have come and been served by the library. The development of basic library network is the efforts and the objectives of Vietnamese libraries, because people's demand for publications (i.e. books and newspapers) and for improving knowledge, is a real and considerable one which needs to be satisfied. However, one thing that shouldn't be missing is not to let them be a birdcage hung at the door of a dirty rich man for adornment or let them be withered and covered with spider web.

25 years have flitted away, the time, the rainy and dry seasons, sadness and happiness have united us together. Memories of local library networks with librarian's footsteps have boldly printed on all over our country's roads. What has been done are still rather little and what haven't been done urge Baria-Vung Tau library to research, think of and work harder if it is to satisfy social and reader's demand.

We hope that the local library network will be expanded more than it was before so that everybody, family, factory, forestry/agricultural farm will have enough books for reading.

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Code Number: 069-165-E
Division Number: II
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Are the last exhibitions brochures available? Problems and solutions for a neglected material in museum libraries

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Paper

Every museum generates a considerable amount of printed and graphic ephemeral material, which provides first-hand information on their permanent exhibitions and their temporary activities (exhibition brochures, didactic material, activity announcements, cards, etc). Frequently these data are the only source of direct information on the active life of the organism precisely reflecting their public image. However, there are but a few the museums devoting a certain effort to preserve this material and their custody is not always guaranteed. This paper intends to establish a classification of the different types of ephemeral publications, which are common in Museums (informative, educational, commercial, of internal use, etc). To this purpose, it sets forth an elementary system of automated technical treatment which, by using the MARC format (in those libraries having normalized systems) or database in ACCESS (for those ones lacking of them), a secure system for storage, retrieval and diffusion of this data can be established.

Definition and importance of ephemeral material

According to the *Encyclopedia of Library and Information Science*[1] "every librarian bears a different concept of the ephemeral material". And while assuring that is acquisition does not usually presents any problem, it points out, nonetheless, on the many questions that the technical treatment brings forth, for the most part derived, in fact, from the diverse ways of approaching it. On the other hand, the *Glosario ALA de bibliotecología y ciencias de la información*[2] defines "Ephemeral material" like that "having transitory value and interest, usually consisting of brochures and clippings which are kept in vertical files for limited periods of time". Although inadequate and restrictive, since it does not bear in mind other material such as graphics, audiovisuals or electronics, this definition may be well considered as the starting point.

Most part of the ephemeral material is generated by institutions, usually aimed to promotional ends, as it will be seen further on. Museums, regardless of their type and dimension, are not an exception.

In a society where information is one of the highest values, these documents have an increasing importance because of the following:

- Quite often they are the only available information on certain events, such as temporary activities (lectures, concerts, etc) or exhibitions without catalogue (mainly of contemporary art).
- They are basic tools in reconstructing the institution history, being a compliment of the material kept in files.
- They reflect the public image of the museum and consequently they constitute the graphic evidence of its evolution along the years.
- They are the documents reaching a broad diffusion because of their generally large printing and free of charge circulation.
- They appeal to every type of people, regardless of their age, interests and social status.

Keeping and custody of ephemeral material

Once the ephemeral material has been defined and its relevant function accepted, the responsibility of its gathering, custody, management and diffusion should be set forth. In Spain most of these documents are not systematically submitted to legal control (NIPO, ISBN, Legal Deposit, etc.) as they are considered of internal and not salable use which favors their dissemination and lost. When this material is produced by the museum, the problem arises in the interior of the institution itself, being not clear whose department should bear this responsibility: historical archives, diffusion or scientific departments, libraries and even material storage have been taking care of it. This is an important matter, since the management system to be used will depend on the unit in which is in custody.

No doubt libraries are the ones to offer the best advantages to assure the proper documentary treatment and to make easier the retrieval, exchange and diffusion of the information. They count on normalized and technically advanced means for documentary management; having the ephemeral material together with other bibliographical documents facilitates their common and complementary use, and

being the library less restrictive than other units in the museum, people of every type are guaranteed the access to the information.

Typology and characteristics

The next matter to be considered is the classification of ephemeral material. Obviously many diverse criteria can be call in to establish its typology, bearing mainly in mind the ends to be met. In this paper three documentary categories corresponding to the format, function and contents of the documents criteria have been selected. Thus, an orientation map of an exhibition will accomplish format (brochure), contents (map) and function (didactic material). The proposed classification only tries to give an example; every institution will have to develop it own system, according to that is required. It is intended to be conveniently flexible as to allow adaptation while being strict enough to avoid confusion and duplication. At the end of this paper a brief classification schedule, properly codified, is attached, intending to be a clue for these documents treatment.

According to format

- Textual: documents where most part of the information is reported by texts (brochures, loose sheets). They usually offer precise, relevant and in detail information, which are periodically published: meeting announcements, activity bulletins, etc. Frequently they are the only ephemeral material granted the privilege of being kept and treated.

- Graphic: documents whose information consists mostly of images (maps, cards, slides, posters, calendars, bookmarks[3] , etc). Together with the textual format, this is the material most frequently produced by the museum activities, usually being information sources that cannot be disregarded even if its documentary treatment has been neglected.

- Audiovisual: consisting of documents with fixed or moving images plus sound (didactic videos, slides, records, etc). For many years audiovisual documents have an important place in museum libraries, bearing special interest in carrying out projects of didactic or divulging type because of its capacity to communicate.

- Electronic: documents, regardless of their contents, with digital or electronic support. As a matter of fact, they share the characteristics of the former items, though they are easier to handle and to be moved and allow interactivity with the user. This type of documents compiles from web pages to CD-ROM and DVD. Their documentary treatment as keeping and access have their own characteristics not devoid of problems.

- Web sites. Practically all the documents mentioned so far could appear in Internet through the museum web page and therefore, the need to keep and manage this new class of documents has to be considered too. We are not to discuss here the different ways of cataloguing this new type of material, a matter of current interest in most international forums. However, the need to keep it and make it available should be emphasized, maintaining the type of support to make it accessible while keeping all the characteristics (sounds, surfing, links, applets, etc). Accordingly, two conditions ought to be considered, no matter the rules being followed in its documentary treatment: 1) to make a copy of the museum web page every time modifications are made (or at least to keep evidence of such modifications),

and 2) the copy should be made in a support allowing access to it really (CD-ROM, videotape, etc.). Summarizing, one should bear in mind that to keep the integrity of a document, its physical characteristics and contains have to be preserved.

According to the function

- General informative documents, offering any type of information on the museum: events, exhibitions, circulating visits, collections, and so on. Guidebooks, catalogues, timetable leaflets, maps, etc. are included in this group.
- Didactic documents having educational features, either by themselves or because of the activities implied: didactic pages, cuttings, game cases, etc.
- Commercial documents aimed to obtain material profit and used, therefore, for sale or exchange. A real or virtual shop is then required, usually displaying a large variety in shape.
- Advertising documents: those to make the museum broadly known and to encourage new clients (visitants or proxy or remote customers), calendars, bookmarks, posters, etc.
- Documents related to direct communication with customers or procedures to be followed for the same, such as forms, inquiring ones, letters, and so on. Even if this system is not very widely used, it tends to increase because of the possibilities it gives the museum to find out the requirements of its public.

According to the contents

- Collections. Documents with information on the museum assets, either temporary or permanent, being exhibited or not.
- Activities. Documents about the events taking place in the museum, of diverse characteristics: research, diffusion, commercial or professional (conferences, seminars, etc.)
- Documents with information generated outside the museum. Some times the museum might be interested in data it has not produced itself: Museums World Day, pieces related to its collections, courses, lectures, etc. They are complementary information.

Who do ephemeral material interest to?

Ephemeral or minor documents are characterized, among other things, by having two life periods, well-differentiated one from the other; the tag group being qualitative and quantitative different. The first period -active life- has a defined and short in time task: to provide information on one activity, to supply documents for an exhibition, to guide visits or to announce a determinate event. In this period, the objective public is broad and not determinate, without matching a fix profile: printing circulation is large, aimed to big and not defined populations. Only some determinate documents are addressed to a specific public. They will receive the information discriminatorily, the only requirement to make a proper utilization is that the said information is active.

The second life period begins when active life ends. On this stage, interested

public is more restrictive, but much more specific. Historians, sociologists, curators, artists and researches will be more interested in having access to information gathered in ephemeral material, at times as a complementary source, others as the main source, and quite often as the only source of information. In this case, the access to information will be selective and precise and therefore it is important the every document will be identified, described and showing points of access to allow its retrieval. Here lies the importance of their being correctly treated.

Situation in the Spanish museums libraries

In the preliminary period of this work, we have carried out a brief inquire among the main libraries of Spanish museums with regard to the treatment applied to these materials. We have addressed four libraries in Madrid and eight others in different towns. In conclusion we were able to observe that scarce attention was given to ephemeral material, both graphic as textual, suggesting that few museums systematically gather those documents and even less, process them properly.

When the data produced by the museum itself it not kept in the library (as it happens in the *Museo Thyssen* and the *Centro de Arte Reina Sofía*, both in Madrid) the material is scattered on diverse departments (publications files, documentary services, etc), resulting in a difficult access to it.

On the other hand, when the museum library is the one to takes care of this material, its control and diffusion is much more satisfactory. This is the case, for example, of the *Museo del Prado*, where the brochures, both those from other institutions as well as the generated by the museum itself are included in the book database with a *currens* signature in boxes. Posters also were kept and processed in database up to 1994.

Other institutions are in favor of keeping all the documents produced by an exhibition. *The Museu Nacional d'Art de Catalunya* (Barcelona) do this; its library processes only the material having periodicity, which receives treatment of periodical publication. The remaining publications produced by the exhibitions (triptychs, posters and cards, press dossiers and so on) are kept and organized in vertical files and not catalogued. This sort of material receives similar treatment in the *Fundación Miró* (Barcelona). The processing in MARC format of this documentation, as performed by other institutions like the National Gallery of Canada might be interesting.[4]

A proposal for cataloguing in MARC format

Up to this point, to emphasize the importance of the MARC (*Machine Readable Cataloguing*) as the main bibliographic format of interchange does not seem to be necessary. Because of its complexity plus its flexibility, the process allows describing the most diverse materials together with the elaboration of records with a varied level of description. MARC allows describing textual and graphic materials, individual documents and big sets of information, and all this by using a common scheme.

The use of the MARC format to describe ephemeral material produced by the museum itself has undoubted advantages. It allows the joint recovery of the remaining documents of the library, as well as records interchange among other centers. Several examples of textual and graphic materials catalogued following the peculiar uses of the IBERMARC (Spanish version of the MARC format) in

the National Library are reported in the Appendix.

In general it seems enough to include: a field 1XX with the main entry (110 for the museum or 111 for standard exhibition headings), a field 245 for the title, a 260 for the essential publication dates, a brief physical description in 300, notes fields for some special characteristics, some 6XX field (600 for individual artist exhibitions, 650 for subject headings or 653 for index terms) and finally, leaving aside the codified fields, the 7XX fields necessaries for completing the entries.

A proposal for database in ACCCESS

The database included at the end of the paper has been elaborated in ACCESS for Windows. It offers the possibility of carrying out a simple cataloguing of ephemeral materials in those small and medium libraries devoid of a library management with MARC format. The objective of this database is double: to assure the control of ephemeral documents and to simplify their treatment.

The database has been structured in one main heading and three units: 1) description, allowing identification of the document (size, publication, notes, etc.); 2) secondary headings (on subjects, people and entities), and 3) classification (form, contain and function). The latter is complimented through open menus, reflecting contents and structure of the classification pattern.

The management and care of the database is quite simple, only requiring basic knowledge of computers and cataloguing. Once installed, any member of the museum auxiliary personnel can easily take it.

Summary

The development of communication webs, Internet ahead, has increased the ephemeral character of all sort of documentation, at the same time that the volume of ephemeral material becomes significant. Thus, the management of this type of material, at a moment when boundaries between the ephemeral and the permanent are more imprecise than ever, becomes of current importance.

To solve a problem that has been present for long is more difficult, somehow: what is to be the institution to control it?. The large national centers (National Archives and Libraries) are overwhelmed by the massive input of all sort of documents, while only a few countries have National Art Libraries (Great Britain, France...) The responsibility of coping with this sort of material cannot be ascribed to them.

Notwithstanding its management cannot result in a waste of the scarce means of museum libraries and therefore the proposed cataloguing system are intended to be on hand for any library, without neglect the minimal description to assure its identification and the suitable links of access for its recovery.

In summary we believe that each museum should be responsible for the keeping, control and diffusion of the ephemeral material it produces and that, within the same institution, the library is to be the one in charge of the documentary management, being the most suitable for it. Only in small towns or regions, with few centres producing a short amount of documentary material could be placed on one of them the task of keeping and controlling the documents.

Notes

1. KENT, A; LANCOUR, H. ed. *Encyclopedia of Library and Information Science*. New York, Marcel Dekker, 1972, vol 8, p. 131-133

2. *Glosario ALA de bibliotecología y ciencias de la información*, Heartsill Young ed., Madrid, Díaz de Santos, 1988, p.87

3. Ejemplos de las posibilidades informativas de los puntos de lectura en "The best in bookmarks: art and information in a traditional format", en *Art documentation: bulletin of the Art Libraries Society of North America*, vol. 18, nº 2, 1999, pp. 22-27.

4. CAMPBELL, C; WEBB, H.; BEGLO, J. "Keeping it all together: National Gallery of Canada exhibition records and other exhibition-related materials". *Art Documentation*, vol. 17, nº 2, 1998, pp. 46-50.

ANNEXES

1. EXAMPLES OF CATALOGUING BOTH IN MARC FORMAT AND IN ACCESS

A) BROCHURE: New exhibition galleries

MARC				ACCESS
Field	Indicators	Subfield code	Description	
001			ENE20000800129	
005			20000324175219.0	
008			000224s1999 esp| || |||| |||\

MARC				ACCESS
Field	Subfield codes	Indicators	Description	
001			BNE20000006297	
005			20000324182GBAJDC BNER	
008			008 000324c1983 espfuyp 0uuu 0spa d	
010		$z	BNRM6232	
040		$a	M-BN	
		$b	spa	
		$c	M-BN	
120	00	$a	Actividades	
245	00	$a	Actividades	
		$c	Museo Arqueológico Nacional	
260	0	$a	Madrid	
		$b	MAN	
		$c	1998	
300		$a	v.	
		$c	24 cm	
310	0	$a	Trimestral	
362	0	$a	N.1 (1998)	
700	21	$a	Museo Arqueológico Nacional (España)	

Actividades
Actividades. Museo Arqueológico Nacional. Madrid, 1998- v. 24 cm.
Publicación trimestral

C.1.1. Folletos
A.1.3. Guías
B.2.2. Actividades de difusión

C) PROJECTED GRAPHIC MATERIAL : Slides collection

MARC				ACCESS
Field	Indicators	Subfield codes	Description	
001			BNE19950000099	
005			19951112084545RBAJDC BNER	
006		$a	N	
		$b	M	
007			gsoczffe	
008			950322s1988 esp gm s d	
019		$a	0.2417-1988	
020		$a	84-505-1415-0	
040		$c	M-BN	
110	20	$a	Museo Arqueológico de Asturias	
		$t	Museo Arqueológico, Oviedo	
245	00	$a	Museo Arqueológico, Oviedo	
		$c	[texto, Matilde Escortell fotos, Joaquín Montes y Angel Ricardo	
250		$a	[2ª ed.]	
260	0	$a	[Oviedo	
		$b	Servicio de Publicaciones del Principado de Asturias]	
		$c	D.L. 1988	
300		$a	72 diapositivas	
		$b	Col.	
		$c	5 x 5 cm.	
		$e	26 p. de texto	
505	1	$a	[1.] Prehistoria	
544	1	$a	Precede al t.t.: Principado de Asturias. Consejería de Educación, Cultura y Deportes	
700	21	$a	Escortell Ponsoda, Matilde	
700	11	$a	Montes, Joaquín	
		$e	Fot.	
700	11	$a	Ricardo, Angel	
		$e	fot.	

Museo Arqueológico de Asturias
Museo Arqueológico, Oviedo. Oviedo1988-
1988. 72 diapositivas, col. 5x5, 26 p. de texto

Prehistoria
C.3.7. Diapositivas
A.2.1. Catálogos de colecciones
B.1.1. Información sobre colecciones

D) NONPROJECTED GRAPHIC MATERIAL: Postcards album

BEST COPY AVAILABLE

MARC				ACCESS
Field	Indicators	Subfield codes	Description	
001			BNE19950012249	
005			19951113083 4RBAJDC BNER	
007			khoco/	
008			008 951031s1991	
		$c	M-BN	
100	00	$a	Goya, Francisco de	
		$d	1746-1828	
		$t	Book of 24 postcards	
245	10	$a	Goya	
		$b	book of 24 postcards No 1	
260	0	$a	Barcelona	
		$b	Poligrafa	
		$c	D L 1991	
		$f	Librum	
300		$a	1 album (24 tarjetas postales)	
		$b	col	
		$c	149 x 103 mm	
		$e	portada y h de texto en cuatro idiomas	
655	8	$a	Postales	

Goya, Francisco de
Goya book of 24 postcard Barcelona, 1991 1 album (24 tarjetas postales), col 149x103 mm

Pintura española S. XVIII-XIX

C.2.3. Postales
A.3.2. Material didáctico para adultos
B.2.4. Actividades comerciales

2. CLASSIFICATION SCHEDULE

The proposed classification schedule tries to offer a tool for helping in cataloguing the ephemeral material quick and efficiently, simplifying its description. However, it is necessary to take account that each institution will have to make its own schedule, in terms of its needs and objectives.

A. **According to functions**
- *A.1. General information*
  - A.1.1. Immediate information
  - A.1.2. Maps
  - A.1.3. Guides
- *A.2. Catalogues*
  - A.2.1. Collection catalogues
  - A.2.2. Permanent exhibitions catalogues
  - A.2.3. Temporary exhibitions catalogues
  - A.2.4. Other catalogues
- *A.3. Didactic material*
  - A.3.1. Didactic material for children
  - A.3.2. Didactic material for adults
- *A.4. Advertising material*
- *A.5.Commercial materiall*
- *A.6.Documents for direct communication (questionnaires, desiderata, complaint sheets, etc.)*

B. **According to contents**
- *B.1. Information about the collections*
  - B.1.1. Information about the holdings
  - B.1.2. Information about permanent exhibitions
  - B.1.2. Information about temporary exhibitions
- *B.2. Information about the activities*
  - B.2.1. Research activities
  - B.2.2. Diffusion activities
  - B.2.3. Internal activities

B.2.4. Commercial activities
B.2.5. Professional activities: conferences, seminars, etc.
B.3. Others
B.3.1. Information produced outside the museum
B.3.2. Miscellany information

C. **According to format**
C.1. Textual
C.1.1. Brochures
C.1.2. Diptychs, triptychs and folders
C.1.3. Loose sheets
C.2. Graphic material
C.2.1. Plans
C.2.2. Bookmarks
C.2.3. Postcards
C.2.4. Calendars
C.2.5. Posters
C.2.6. Diverse material
C.3.7. Slides
C.2.8. Prints
C.2.9. Photographs
C.3. Audiovisuals
C.3.1. Videotapes
C.3.2. Records
C.3.3. Audio tapes
C.3.4. Films
C.4. Electronics
C.4.1. Diskettes
C.4.2. CD-ROM
C.4.3. Videodiscs
C.4.4. Web-sites

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The convergence of methodology for the traditional school of library and information and the continuing education of the professional

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Paper

Introduction

The convergence of information and communication technologies as embodied in the Internet is creating extreme pressure on librarians, researchers, and Library and Information Science educators to keep up with the development of the tools and to manage their application to libraries and information centers. The Schools of Library and Information Science must develop new approaches to ensure that the profession stays abreast of these new developments and that the entry-level professionals are prepared to enter the field.

Libraries and Librarianship are undergoing a transition that equals or is greater than the one that occurred during the Andrew Carnegie era of funding buildings for libraries, and the explosive growth of libraries starting in the 1960s when the federal government adopted a de facto policy of access to libraries for every U. S. citizen. The goal now is to provide two-way access to libraries, from libraries, and among libraries via information technology (IT) for every citizen. While the president and congress have focused their efforts on this nation, the consequences of the development of access via the Internet is to create a global network that can

reach all corners of the world. At the same time the tools provided by the technology needed for the extension of the School of Library and Information Science into the Digital Era are the same tools needed for Continuing Education. Thus it is important to look at trends in Distance Education to set the stage.

Distance Education Trends

First lets look at the attributes of a good distance education delivery system. They are:

1. Available at anytime. "It's always there!"
2. Accessible from any location. "I can always get to it."
3. Multimedia content: use of audio, video, interactive chat, text, etc.
4. Accommodates individual's learning style: self-paced, asynchronous collaborative, synchronous collaborative.
5. Hyperlearning: as contrasted with static text, e-learning has the capacity to link with other resources (simulations, other content, study groups, etc.) that can enhance the learning experience and avoid the linear learning dictated by textbooks. The self-directed nature of e-learning allows Hyperlearning.
6. Blindness of the learning engagement: Some learners who are inhibited in a classroom setting may increase engagement online.
7. Learner-centered learning: The learner is not a passive participant but a proactive searcher and finder of information.
8. Modularity of presentation: The content's architecture is modular, which facilitates different construction of learning events, both in design and length.
9. Manageable structure: The electronic infrastructure supports managed (and measurable) interaction between advisors and learners.
10. Ability to measure the effectiveness of program: E-learning software empowers administrators to track performance and measure ROI. In addition, monitoring usage by learners is simpler; i.e., the number of downloads per user can be measured. This helps training managers evaluate cost-effectiveness and provides assistance with license negotiations based on estimated usage.
11. Simpler data management. The rapid rate with which new learning products are introduced and older products become obsolete create a challenge for individuals charged with updating libraries. However, if a single version of each product is kept on a host, users get instantaneous access to updated components.
12. Cost savings: provides an efficient and cost-effective model for education.
13. Revenue enhancement: provides a way for campuses to expand classroom enrollments without using bricks and mortar.
14. Greater storage capacity: The Internet host has much greater capacity than most physical locations or a user's hard drive. This allows learners access to more products and lets the advisor mix and match courseware activities to fit specific needs. Learners can preview presentations of different courses prior to selecting one, or they can access a specific slide from thousands.
15. Individual education programs (IEPs) can be generated from a combination of the historical record of the students' prior learning (from monitored usage) and the vast database stored on the server. As students progress, information is delivered based on what they've learned and how they've performed. For example, a student would log onto the learning server and a customized course would be generated from the content database that knows which courses the learner took, how well she did, what her job description is, what problem is most pressing. This dimension serves to focus the curriculum only on skill gaps, saving organizations both time and money. A byproduct of IEPs, in our view, is increased motivation from the self-centered nature of

the experience.

According to a recent proprietary research study by 2002 there will be almost 8 billion web pages on the World Wide Web.

For e-learning to emerge as a thriving market for educational goods, it must be an open market-one that requires a standards-based platform on which to deliver educational materials. A market of multimedia objects built on IMS standards will soon emerge and that transactions will occur via web browsers. The goal obviously is to allow a searcher to select data, information or learning objects that most exactly satisfy his or her search objectives. The IMS standard has the potential to radically change the economic model in education. With IMS, the available content and information on the Web will increase and there will be much more information available on the Web. It will likely transform the way that content is licensed and authored by opening up the market to a wider audience of authors as well as learners who are willing to pay for the information.

IMS metadata standards will facilitate that thriving market.

Virtual School of Library and Information Science

A challenge to our society today is to move from the Communication Age to the Knowledge Age. The need is manifested in the perception, if not the reality that our communities, from families to nation states, are breaking down due to an overload of information converging on the citizen from thousands of channels. It is definitely true that geography is now less of a community boundary than ever before. The Internet is the clipper ship of today. It allows the creation of new communities without the traditional constraints of geography and time. The only determinant on the Internet is common interest and access. While creating communities based on common interest is not new, the fact that it can be done without relocating the people is new. History shows that a common strategy to mitigate the negative impact of technology is the development of new technologies. Another strategy is to create organizations to mitigate the negatives as well as maximize the benefits. In brief, those two strategies are what this project is all about. The Virtual School of Library and Information Science is a strategy to assist communities through their libraries to cope with the communication age.

The concept of the Virtual School of Library and Information Science is very simple. The VSLIS will use information technology (IT) to move an institutional asset (knowledge) out of a constraining physical space (the classroom). This will create a setting that is "out of the box", mentally as well as physically. As a space the classroom is now a barrier as well as an enabler for communication. It creates physical boundaries and mental mindsets that inhibit its value in an age where barriers to communication of time and distance are being drastically reduced in everyday life.

IT is creating an interesting convergence of need for a paradigm shift among libraries and higher education institutions. Both institutions need to think "out of the box". While the physical spaces can still have value for warehousing information and knowledge containers such as books or computers, for people converging, and even for being a symbolic presence in a community, the library and the university must learn to go out of the box. Universities are constrained by physical classrooms and campuses. Libraries are constrained by buildings and artifacts that contain information and knowledge. These physical constraints are now limitations to the greatest capacity of human beings -- learning. Distance and time should no longer separate the people who need the knowledge from the

people with the knowledge or their communication instruments.

It is now time to use the IT, available today and predictable for tomorrow, to forge the system that will transfer knowledge from those who have it to those who need it, regardless of where they are located in California. Library and Information Science is an excellent alpha test for the university as a whole in a discipline that impacts every community in this country. The opportunity exists to stimulate and support the ability for libraries to become learning institutions.

While state of the art information technology can be harnessed to advance teaching and learning quite effectively, there is still a need for the human factor to provide the socialization and Professionalization for effective librarians. There exist today a number of networks that provide communication, technical service components, and collaboration. The marketing of the program is a very important element for success. Research is showing that the most successful eCommerce companies spend from 35 per cent to 50 per cent of their total budgets for marketing. The VSLIS will develop The Library Learning Channel using the existing network that is in place for statewide distance education (4Cnet) and existing teleconferencing sites in libraries to provide access to librarians and students in every part of the state of California.

Digital Laboratory/Classroom

To effectively navigate this transition librarians need to have state of the art IT education to enter the profession and to have lifelong support to continue to learn. The SLIS has the largest accredited program for training graduate level Library and Information Science practitioners in the world. The resources available through the CSU network provide the opportunity to reach students and practitioners in every corner of California, and beyond. What is needed is a stable, accessible, archived, and managed Digital Library Laboratory/Classroom (DLL/C) to serve as the technology center, the focal learning point, and the high profile communication vehicle. The goal of this project would be to create a distributed facility with multiple focal points, to acquire state-of-the-art equipment, and to build the Internet based Virtual School of Library and Information Science (VSLIS).

DLL/C Goals

This laboratory will provide state of the art equipment, technical support, and instruction for:

1. Tools to research new strategies for enhancing existing technology in libraries and information centers. For example:
   a. The creation of a client/server system to provide the user interface shell to a legacy library automation system
   b. Implementation of thin shell technologies
   c. Application of a commercial search engine as the interface to a legacy online public access catalog (Savysearch, Copernicus)
2. Technology to disseminate knowledge gained by students and faculty to practitioners throughout California
   a. Semi annual digital conferences for IT updates
   b. Online reference services for Library technology staff
3. A focal point for continued training to support the California State Library and the Gates Learning Foundation effort to network all libraries in California, thus creating the "Library of California".
4. Equipment to ensure a high level of IT literacy for the students in the MLIS

program
5. A high level laboratory that can be used by all schools at SJSU
6. Corporate support to ensure maintenance and upgrades of the equipment

The DLL/C will provide an electronic workbench for developing tools to support the VSLIS, a learning laboratory for the students, and the core resources for continuing education for practitioners throughout the world.

Digital Library Laboratory Technology

The DLL hub is a high-speed local area network supporting a multi-purpose server cluster, archival storage, and high capacity near-line storage. The hub will have high-speed connection to the Internet. It will provide applications development and testing, serve as a server farm to support the Digital Library and VSLIS.

The DLL/C will provide learning stations; video and digital capture technology, and other tools to support the creation and distribution of the courseware. Transformational technology such as encoders will be provided as well.

Ramifications for CE

The development of such a tool will provide a creation and distribution center for content created for the VSLIS. It would be minor to make some, or all of this content available to the practitioner at their workplace, home, and even desktop. If the curriculum is built in modular, building block units and incorporates content from seminars, conferences, and workshops into the content it can come out of the system as an organized, archived, and globally accessible program.

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Global knowledge: a challenge for librarians

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This paper describes how the information and communication technologies are creating the knowledge society, which will impact upon developing and transitional economies as well as developed nations. It argues that librarians have an important role to play in overcoming the digital divide, and makes reference to the Global Knowledge Partnership.

The so-called law of IT which states that computers double in power each year, and halve in price is well known. What's essential, as Nicholas Negroponte has stressed, is that the growth is not linear but exponential, and in any exponential curve, most of the gain comes right at the end. After fifty years of innovation, the curve is almost vertical and we are in the midst of a revolution - or, if you are more optimistic, a renaissance - made possible by Information and Communications Technologies. What we couldn't imagine yesterday is possible today, and will probably be done tomorrow.

Defining a revolution-in-progress is like mapping the larva flow from an active volcano - well neigh impossible and extremely dangerous. Almost every aspect of our lives seems to be changing; and it does feel as if many of the familiar economic, political and social structures of the 20th century are being eroded, and reformed for the new millennium. It can be difficult to determine cause and effect, but I think it is plausible to say that the rapid development and convergence of communications, computing and digital content is enabling the globalization of production; stimulating enterprise and creativity. This is what is meant by the "knowledge driven economy", recently defined by the British government as "one in which the generation and exploitation of knowledge plays the predominant part in the creation of wealth. It is not simply about pushing back the frontiers of knowledge; it is also about more effective use and exploitation of all types of knowledge in all manner of economic activity". [1] In fact, knowledge-based goods and services already make up over 60% of OECD countries' wealth production,

and the knowledge economy - which includes information & communication technologies, publishing, media and research - is the fastest growing part of the global economy.

But the changes are not just economic. One reason for this is that we are also seeing the globalization of expectations. These can be material expectations, but they can also be political, cultural and educational, and these expectations are beginning to challenge the role and sovereignty of the nation state. So to does the fact that knowledge-based industries are highly mobile and distributed, and thus not easily regulated within national borders.

However, the shift of power is by no means all upwards. ICT also empowers local communities (and geographically distributed virtual communities, too): we see this most clearly in the UK right now, as the Westminster government cedes authority both to the European Union and to a new parliament in Scotland).

And the knowledge society enables (perhaps requires?) more participative democracy and stronger civil society institutions - for if the key commodity is knowledge, then such values as openness, trust and legitimacy are crucially important. I should, of course, include Library Asssociations amongst the fundamental civil society institutions.

This knowledge revolution - or renaissance - is not just a matter for the richest countries, for the fifth of the world's population which consumes 84% of its total income. The Information and Communication Technologies have the potential to improve the lot of the most disadvantaged. There is now wide recognition that information and knowledge are key in the fight against poverty. As Kofi Annan put it back in 1997:

> Information and knowledge are expanding in quantity and accessibility. In many fields future decision-makers will be presented with unprecedented new tools for development. In such fields as agriculture, health, education, human resources and environmental management, or transport and business development, the consequences really could be revolutionary. Communication and information technology has enormous potential, especially for developing countries and in furthering sustainable development.

How might this happen? The UN Human Development Report 1999 suggested three principal ways:

- Firstly, by providing information - that is to say, for example, by allowing doctors in isolated hospitals, teachers in under-funded universities to access a wide range of current and desperately-needed information and distance-learning materials without having to meet the huge infrastructure and running costs of traditional libraries.
- Secondly, by empowering small players to compete in the global marketplace. The internet gives small and medium sized enterprises the ability to cut administrative costs, respond quickly to changes in demand, and supply world markets - in other words, to begin to challenge the big corporations. The emergence of India as a world player in the software industry demonstrates this, and there are plenty of smaller, non-technical successes stories too - such as Tropical Whole Foods, as UK company selling fairly traded fruits from co-operatives and small businesses in Africa which has been transformed by the ability to co-ordinate marketing and production information using e-mail, thus preventing stockpiles and shortages in a way which not long ago would have only been feasible for multinational corporations with integrated data networks.

- Thirdly, in the political arena, the internet can empower poor countries. In 1990 more than 90% of the data and the debate about Africa was held in the US and Europe, largely inaccessible to African policy-makers and academics. The internet can change that - but not just for governments. Non-Governmetnal Organizations have gained increased power and influence over the last decade largely because they can quickly generate global campaigns using the web. And of course threatened minority groups world-wide - for example in Indonesia and Yugoslavia - have made very effective use of the net to ensure that their voice is heard. The Internet is a major factor in the political shift away from non-interference in other countries internal affairs, which has characterised global politics over the last decade.

So, we find James D. Wolfensohn, President of the World Bank said to the UN just last month:

> "Don't let people talk to you about Internet being a luxury. While it is not an alternative to bread, it gives us the opportunity of bringing knowledge and opportunity to people at all levels throughout the world. It is time to grasp that. It is time for us to pledge to each other in international institutions...the private sector, civil society and [government] to come together, and make sure that this new age, not the agricultural revolution, not the industrial revolution, but the digital revolution, gives equity to poor people throughout the world." [II]

But realising this opportunity will, before anything else, require a huge investment in connectivity. Is it really going to happen?

In a bid to leapfrog stages of development, some transitional economies are investing heavily in building up information age infrastructures. Malaysia's 2020 vision, for example, is a clear attempt by its Government to create within the next twenty years an information rich society, which they hope will confer on the country the status of fully developed nation. [III]

In fact, as far as IT infrastructure is concerned, there is some ground for optimism. Thanks to the rapidly declining cost of wireless and fibre-optic networks, and supportive government policies, huge investment in several key countries does mean that the gap between the most developed nations (which already have more than one phone line per household) and the rest is narrowing fast. China, in particular, is showing phenomenal growth in telecommunicationss. In the 60 countries which account for 90% of the global telecommunications markets, 400 million new subscribers were connected between 1998 and 1998 - twice as many as in the preceding three years. [IV] So dramatic is the change that, in 1998, the UN's Commission on Science and Technology for Development could say:

> "It is remarkable that...the rates of growth of the telecommunications infrastructure are sufficiently rapid that convergence is foreseeable for the majority for the world's population" [V]

Globally, we can see near exponential growth in Internet use, too. Accurate numbers are more difficult to obtain, but probably close to half a billion people are already connected, and the UN expects the figure to reach 700 million next year. And remember just how quickly the web has developed - radio took 38 years to gain 50 million users, and television 13 years, but the web took just four. [VI] And, whilst it's true that the typical web user has been a rich, highly educated, English-speaking white man, it is encouraging that 35% of users are now women

(up from 15% in 1994) and that by 2003 non-English material will account for over half the content on the web" [vii]

Of course, there remains a close correlation between connectivity and GNP per capita, and UN forecasts confirm that a developed world temecommunications infrastructure remains a dream for very many countries, particularly in Africa. However, we must factor in the added impact of community-based telecommunications. I don't need my own private line to make a call, or my own PC to access the web. I'd like to share with you a couple of inspiring stories:

- The Grameen Village Pay Phone scheme is bringing the information revolution to the rural people of Bangladesh and is generating a new breed of entrepreneurs: village women. The women, having first taken a loan from the Grameen Bank to set themselves up in business, make a living by providing a mobile phone service to their neighbours. This enables them to earn an income, which is usually higher than the national average. The scheme is also popular among local people who find that the new service is making their lives easier and more secure. [viii]
- People in remote and disadvantaged communities in South Africa are gaining access for the first time to the Internet and other information age services via telecentres. These outposts of the Information Society, often community-owned and run, support local economic and social development by providing a wide range of information goods and services such as e-mail, fax, telephones, information on markets, weather conditions, crops, and access to public services such as distance education, telemedicine etc. South Africa's strong commitment to increasing the availability of information and knowledge for its historically disadvantaged peoples has put its telecentre policy at the forefront of international good practice. [ix]

With initiatives like these, it is quite feasible that the majority of the world's population will have telecommunications access within the next 15-20 years, and that this will deliver data, as well as voice, at affordable cost.

The knowledge society, then, is upon us. It has the potential to be a powerful tool for development - perhaps the key tool. But there are formidable challenges. Developing the appropriate skills and content will be far more difficult than building the telecommunications infrastructure. There are real risks:

- Will there be wide and equitable access? Or a growing divide between the information rich and information poor - both between countries and within individual countries - and, overall, a worsening north-south information gap, possibly leading to political conflict?
- Will content be varied and appropriate? Or will it be controlled by a small number of monopolies, meaning that certain content is marginalised? Remember how much global consolidation there has been in the publishing and media industry over the last decade, and the fact that in 1996 there were 5,300 database vendors in the US, and just 8 in Africa. [x]
- Will all user communities have the necessary skills? Or will information illiteracy be the new sign of exclusion?
- Will the values of the knowledge society encourage participation by civil society, promote open access, and respect a multiplicity of cultures? Or will the values be determined entirely by business? Or will dominant ideologies restrict debate?
- And finally, the knowledge society will require partnerships between governments, the private sector and civil society. Will we have the right partnerships in place?

Put together, these risks - or challenges - constitute "The Digital Divide". Alongside debt relief, organised crime, GM foods, AIDS and the environment, the digital divide featured prominently on the list of topics discussed at the Okinawa G8 summit a few week ago. The leaders of the eight most industrialised democracies have pledged themselves to pursue the aspirations of the Okinawa Charter on the Global Information Society and to find ways to bridge the digital divide. [xi] A Digital Opportunities Task Force has been set up to develop recommendations for global action in this area. It is unfortunate that criticism of the G8 summit's policy on debt relief - for example the ritual buring of a laptop at a recent demonstration - has damaged its important message about the digital divide. [xii]

G8 is by no means the only body committed to ending the digital divide. A few years ago, the World Bank began exploring the complex relationship betweer. knowledge and development and made a case for the need to address information problems as a way to eradicate poverty and improve people's lives. The findings, which were later published in the groundbreaking 1998/99 Knowledge for Development report, were the subject of an international conference in 1997 in Toronto.

The conference resulted in the establishment of the Global Knowledge Partnership, a grouping of over 60 international organisations, united in their commitment to ensure that developing countries benefit from appropriate and sustainable investment in ICTs. The membership is drawn from government, donor agencies, NGOs, the media and the private sector. Prominent members include the Government of Malaysia, the European Commission, USAID, UNDP, UNESCO, Cisco, Sun Microsystems and the British Council. The World Bank Institute in Washington currently hosts the secretariat. [xiii] The GKP defines its purpose as "to work in partnership to help people access knowledge and harness ICTs that will help them improve their lives". It plans to help communities:

- Acquire knowledge, information and technology that can improve their lives
- Obtain the tools of knowledge such as telephones, radio, television and computers
- Use modern technologies, especially computers and the Internet, to increase opportunity for sharing and learning together.

The Partnership is currently developing a plan of action, which will bring partner organisations together to work on a portfolio of projects. The plan comprises over twenty projects addressing the partnership's three priority themes - access, empowerment and governance - and four crosscutting issues - youth, the media, gender and local knowledge.

IFLA has recently submitted an application to join the Global Knowledge Partnership. This is a welcome development, one that will highlight the pivotal role the information sector - libraries, publishers, information providers and content creators - play in the Knowledge Society. It is also an opportunity for us to reflect on the opportunities and challenges which face us, the library and information profession, in this new age.

In talking about the Knowledge Society I have focused on the digital divide as an issue in world development. I've done this because I wanted to tell you about the Global Knowledge Partnership, and tempt you to get involved in its debates and projects. But I also wanted to stress that the knowledge society is not just an issue for librarians in California, Cambridge or Kuala Lumpur. The digital divide exists

within nations as well as between them, and the solutions must be global.

So, what can libraries and librarians offer?

Well, quite a lot. As it happens, our traditional contributions -

- Providing access
- Working in partnership
- Structuring knowledge
- Imparting skills
- Preserving heritage
- and inspiring trust

all remain crucial in the knowledge society.

Providing access to information has traditionally been about buildings, based around institutions offering services to on-site users. Building tomorrow's libraries will not simply be a matter of installing rows of computers with Internet access: our users will increasingly expect to be able to access material from where they live and work. Providing access will increasingly be about developing electronic information services such as Internet portals and acting as a broker between content providers and remote users. At the same time, I believe that even in the most wired communities there will still be a demand for physical spaces where people can not just access knowledge but can discuss, learn from and support each other. In less advantaged communities, the knowledge society simply won't happen without public access.

Librarians have been surprisingly good at working in partnerships. We have a strong communitarian instinct. In the past we have needed to work co-operatively because no one library could have everything. That is less true in a digital world: in the future our key partners won't be other libraries but content providers and ICT companies. And we shall need to think of our users or customers as our partners too, because we shall be in the business of creating knowledge as well as providing information. For example, in universities we could be acting as electronic publishers; in companies we should certainly be acting as knowledge managers, capturing and sharing internal as much as external content; and in public libraries I believe our greatest value will be in strengthening communities by providing learning and networking opportunities.

The need to structure knowledge is as important now as it ever has been. Accessing the web today is like entering a large library, where there is no catalogue but where a deranged janitor has assembled in the lobby a few pages torn from the indexes of randomly selected volumes. We know, as information professionals, that this just won't do. Of course, we also know that traditional catalogues are not the answer. BrightPlanet estimates that, when all the content stored in databases in taken into account, the web is more than 500 times larger than the pages which can be found by popular search engines. [xiv] Highly sophisticated retrieval software using language pattern recognition can offer users a dynamic and personalised view of networked content. We'll need to understand and apply these technologies - and be aware of their limitations and dangers. My guess is that despite the application of Artificial Intelligence to content management, real users in the real world are going to find the librarian's skills in selection and quality assurance invaluable for some years yet.

In this context, imparting information skills might well emerge as our most valuable role. Information illiteracy will be a key threat to prosperity and social inclusion in the knowledge society. Helping our communities to become critical

consumers, confident learners and accomplished creators of knowledge will be a crucial task.

We will continue to be custodians of our cultural heritage, a role we share with archivists and museum curators. Our preservation role has already extended beyond paper-based materials to cover a multitude of different media, all with their own conservation problems. There is now a real danger that vast quantities of our history, recorded electronically, will be lost forever. Solutions to the preservation of digital content must be at the top of our agenda.

Finally, the matter of trust. It is perhaps naive to talk of a professional code of conduct for librarians - we work in various cultures, for public and private employers each with their own values and objectives. But what we do have in common is our role as intermediaries working on behalf of the consumer. The trust we have earned doing this will be difficult to retain, as we get more involved in complex dealings with content providers and in the manipulation of increasingly fragmented information. But if we can succeed, then the librarian brand will be in world-wide demand.

This paper has been nothing more than an overview. Our conference programme is ample evidence that librarians everywhere are actively engaged in finding practicable solutions to the challenges of the digital age. Yet most will admit that our role the knowledge society is neither fully recognised nor understood. All too often major initiatives bypass the library sector, and the skills we have developed over generations are marginalised. It is time for librarians to stand up. We need major public relations campaigns to raise awareness of what we can offer, and we need to have a voice in the debate about the digital divide at community, national and global level. IFLA's involvement in the Global Knowledge Partnership is a major step towards that goal and I wish it every success.

[i]United Kingdom Department of Trade and Industry, 1999

[ii]Janes D. Wolfensohn Statement made at the United Nations 2000 Economic and Social Council on 5 July 2000

[iii]http://www.wawasan2020.com/vision/

[iv]Carl Dahlman et al Republic of Korea: Transition to a Knowledge-based economy Washington: The World Bank, 29 June 2000 (Report No. 20346-KO) p22

[v]Robin Mansell and Uta Wehn Knowledge Societies: Information Technology for Sustainable Development Oxford University Press for The United Nations, 1998 p25

[vi]The Economist, 1998

[vii] http://www.techserver.com

[viii]http://www.grameen.org

[ix] http://www.centratel.com

[x] Bill Wresch Haves and Have Nots in the Information Age Rutgers University Press, 1996

[xi]http://www.g8kyushu-okinawa.go.jp

[xii]http://www.summitwatch.net/ story.php3?type=ok&id=10

[xiii] http://www.globalknowledge.org
[xiv]http://www.completeplanet.com/Tutorials/DeepWeb/index.asp

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The making of a classification scheme for libraries of Judaica

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Abstract

The authors of the scheme contend that there was and is a need for a classification system for libraries of Judaica to classify and arrange their collections according to Jewish concepts based upon Jewish thought and terminology. This paper describes the history of ***A Classification System for Libraries of Judaica*** *it's development, the process involved in preparing the 2nd and 3rd revisions, and its use in various libraries.Keywords: Librarianship, Libraries, Classification, Judaica*

Paper

Introduction

I would like to dedicate this paper to my brother, Daniel Elazar, co-author of A Classification System for Libraries of Judaica, who succumbed to cancer last December. He devoted much of his life to Jewish scholarship, books and librarianship all which were extremely important to him. May his memory be blessed.

This paper will discuss the publication A Classification System for Libraries of Judaica. It will cover its historical development along with the philosophy

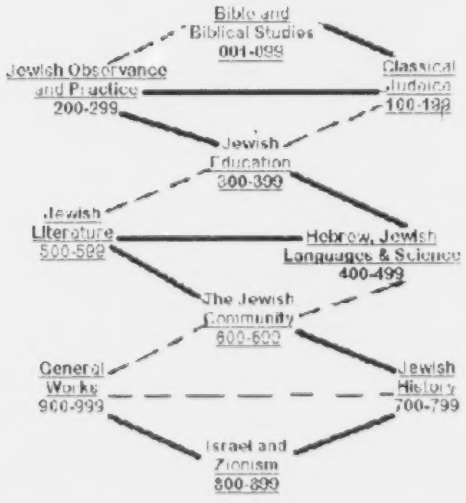
behind it, reinforced by the role the Jewish library community played. Reasons for making changes within the various editions will be dealt with along with examples. Pros and cons of the System will be discussed and examples of unique uses will be mentioned.

Initial Development and the First Edition

In 1950, Daniel Elazar, took on the task of organizing the library (approx. 10,000 vols.) at the United Hebrew Schools (UHS) in Detroit, Michigan (USA). As he pursued this task, he came to the conclusion that there was a need for a classification system for classifying and arranging Judaic collections according to Jewish concepts based upon Jewish thought and terminology. He saw the existing classification schemes, i.e. LC and Dewey, incorporating the Bible, Judaism and Israel into a general, non-Jewish world of knowledge without relating Jewish and Jewish oriented subjects to each other. The UHS, serving elementary, high school and college students, teachers on all levels, and the Jewish community at large, was an ideal setting to test a classification system to organize the published and unpublished literature of Jewish Civilization. He decided upon a decimal system, dividing it into ten major classes:

001-099 Bible and Biblical Studies
100-199 Classical Judaica: Halakhah and Midrash
200-299 Jewish Observance and Practice
300-399 Jewish Education
400-499 Hebrew, Jewish Languages and Sciences
500-599 Jewish Literature
600-699 The Jewish Community: Society and the Arts
700-799 Jewish History, Geography, Biography
800-899 Israel and Zionism
900-999 General Works

Scheme of Interrelationships - Nonlinear Primary and Secondary Relationships



In 1952 the first draft was prepared. For 9 years the System was tested in the UHS environment, including general circulation, college-level research, juvenile services, and pedagogical development. In 1962, the System was copyrighted

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and a mimeographed draft version was circulated for comment and criticism with the assistance of the National Foundation for Jewish Culture. During those development years I, a high school student, worked with the System, running one of the branch libraries of the UHS elementary schools. Upon graduating with a MALS degree from the U of M, I was appointed head librarian of the UHS/Midrasha Library. Daniel and I then sat down working to professionally refine the System from both aspects of librarianship and Jewish scholarship. In 1968 we applied for and received a Faculty Grant-in-Aid from Wayne State University to assist in preparing the final draft, many sections of which had undergone major revisions. This grant made possible the typing of the final manuscript, which we submitted to the Wayne State University Press for publication. The Press distributed it to various Judaic catalogers in large academic institutions for comments and recommendation. They did not see the need for such a System as most of them were using the Library of Congress classification system and did not understand the needs of the small to medium special libraries of Judaica. Their recommendation to the Press was not to publish the System. We then turned to Dr. G. Flint Purdy, director of the Wayne State University Libraries. He was very impressed with the work and in the summer of 1968, authorized the Libraries to publish and distribute the first edition.

Since the publication of the first edition, use has spread widely throughout the United States, Israel, and other parts of the Jewish world. Libraries of all kinds, in synagogues and community centers, in Hebrew schools, on university campuses, and in research institutes, have adopted the scheme and have worked with it. As a result of the combined efforts of many of these institutions, a wealth of experience in applying the System has developed. Credit must be given to the Association of Jewish Libraries of Southern California for the role it played in the post publication development of the System. Dorothy Schroeder, known as the "dean of Jewish Librarians in L.A." and her proteges, Barbara Leff, Adaire Klein and Marjorie Gersh were very influential during this period. As a result of their dedication to the System, 1) most of the Jewish libraries in California adopted it, 2) it was used successfully by professionals and non-professionals, 3) a glossary of terms was developed for those less fluent in Judaica, and 4) a course on cataloging and classification (*Elazar*) was taught at the Hebrew Union College in Los Angeles.

Revision and the Second Edition

Feedback from librarians using the System influenced our decision to proceed with the second revision in 1978 (Turtledove Publishing, Israel) and with a reprinting including an Addendum in 1988 (Center for Jewish Community Studies in Jerusalem and University Press of America). Initially revisions introduced were designed to keep reclassification down a minimum. Modest changes were made in various sections, including, (a) clarifications, (b) changes in terminology, and (c) updating historical events. Correspondence between the authors and the librarians was most interesting, thought provoking for both sides, and very constructive. The librarians reported difficulties in distinguishing literary materials and materials discussing literature on one hand, and in fitting the materials into the detailed periodization scheme, on the other. To overcome this difficulty, the category on Jewish Literature (500-599) was revamped totally, creating a situation where librarians had to reclassify, but in return receive a product which was easier to handle. The 1988 addendum included corrections and additions to both the System and its index.

The following are examples of some of the changes that took place:

001-099 Bible and Biblical Studies

- Better distinguish between types of Biblical Commentaries
- Better accommodate Bibles in different forms
- Clarify the classification of materials dealing with life in Biblical times

200-299 Jewish Observance and Practice

- Sections were designed to make explicit reference to particular texts, customs, ritual objects and folklore elements
- English translations were added to Hebrew terminology i.e. 221.3 Mikveh (Ritual bath)
- Comparative religion was expanded by request of librarians who maintain general works in their collections

500-599 Jewish Literature

While the first edition was divided by time periods, the second edition was divided by region/ethnic background and forms of literature, i.e. Sephardic poetry, with a section for anthologies and individual works. These major changes were incorporated in close coordination with the librarians who used the System.

600-699 The Jewish Community: Society and the Arts

- This category had certain problem areas making classification of materials difficult.
  The areas were identified, subjects were added, terms were changed for clarity without major reclassification.

  650 *Social Conditions and Problems; the addition of abortion, birth control, aging, euthanasia, environment, etc..*

800-899 Israel and Zionism

- Updated

  823 *Statehood (1948 -); clarified and brought up to date*
  843 *Party System, Parties; expanded to include types of parties*
  890 *Israel and the Middle East; expanded to include Palestinians, peace efforts, terrorism, refugees.*

Revision and the Third Edition

A few years later, Rachel Glasser and Rita Frischer, two professional librarians from California and enthusiastic users and promoters of the System, approached the authors suggesting that a new edition is needed, which, with their assistance, was published in 1997 (Milken Library of Jewish Public Affairs and Jason Aronson, Inc.). Subjects were added and certain categories (History and Israel) updated as required. The index was expanded to make it more useful and accurate.

The task of revising the 3rd edition was quite different from that of the 2nd one. The authors worked very closely with Rachael and Rita (credit given on the cover and title page of the published book). This was made possible by the new era of e-mail. E-mail messages sped back and forth between Israel and California. Each section, including the expanded index, of the classification system was examined, discussed, and finalized. The completed copy was proof read on both sides of the world before being sent to the publishers.

From the onset it was agreed upon that no major changes would be made in the 3rd edition as were made in the 2nd, with the aim to keep reclassification down to the bare minimum. The following are some of the changes made.

563 - *Fiction, Short Stories* (2nd) was changed to *Short Stories* (3rd) with a note to the user that individual works of fiction be shelved in a separate section of the library, arranged alphabetically by author. Rita and Rachel suggested this change after polling librarians and users of the System.

Notes (clarification)

620 - *Jewish Political Structure and Governance* (2nd) This section includes materials on Jewish National and communal self-government, excluding Biblical and modern Israel, and including quasi-governmental organizations, such as Jewish federations and community councils where they exercise relevant functions.

(3rd) Including materials on Jewish National and communal self-government (excluding Biblical and modern Israel), democracy in the Jewish community, and modern quasi-governmental organizations, such as Jewish federations and community councils.

Index (expansion and clarification)

Falashas 790.1 (2nd edition)

Falashas (Ethiopian Jews), see Beta Yisrael (3rd edition)

Beta Yisrael (Ethiopean Jews) 790.1
Customs (social) 610
Literature 502
Liturgy 233

Correspondence between parties (example)

832-839 *Land of Israel* (Major Regional Headings)

Librarians' (user) feedback:

At this point, we run into problems with the changes in Israel of geographical and political boundaries, names of settlements and/or cities which have been established since the scheme was set up, and those that have changed their status. Revising this area **(832-839)** is a major job. What do you think? And if we decide to do this, what authority list can we use? How about towns now under Arab rule, or disputed territories? We need to be practical as far as the usefulness of this area, yet accuracy is most important. What do you suggest?

Authors' response:

There have been political changes regarding the State of Israel and the Palestinian Authority, but the geography of Eretz Yisrael (Land of Israel), has stayed the same. Change the note to read: 832 ...subdivide country (Eretz Yisrael) regionally... (2nd edition ...subdivide country regionally)

Spelling Authority

The first and second edition used *The Standard Jewish Encyclopedia*, edited by Cecil Roth, as the authority. For the third edition the multi-volume *Encyclopedia Judaica* (Keter, 1972) is used. There are certain exceptions; for example, for names of organizations and persons, the accepted spelling is that used by the person or organization. There have been few modifications, as the intention of the authors is to bring the spelling of Hebrew terms into conformity with accepted standard usage. Thus, letters with a "dagesh" are doubled (e.g. Shabbat), where ever doing so conforms with common usage. The authors were not concerned with differentiating between similar sounding Hebrew letters as is done in some transliteration systems.

Jewish/General Collections

According to reports from librarians, the major disadvantage of *Elazar* is the fact that material with no specifically Jewish content, has to be classified under another system, thus creating a situation where the user (most cases Jewish Day Schools) has to learn two systems. Throughout the development and revisions of *Elazar*, the authors have been aware of this problem, but contend that this is a classification system for collections of Judaica, and that the advantages of having such a system over shadows any problems in having to use another system for general works. *Elazar* includes categories on Comparative Religion, General Education, Psychology, the Middle East, General Reference Works, and Library Science for material which is not Jewishly oriented, but important to any Judaic/Pedagogic collection. Suggestions are included in the chapter "Classifying a Book - General Materials". For example, it is recommended that the library use the prefix "D" for material classified with Dewey and shelve the books in a specified area..

Important Features

Librarians who use *Elazar* emphasis two very important features:

1. The logical arrangement of books on the shelf, from a Jewish point of view, making it easy for use and browsing.

   Here is a brief anecdote to illustrate: *"I converted my library collection to Elazar more than 25 years ago because my mentor... considered it the best for synagogue libraries. My rabbi confirmed this not long after that, when he came into our library to browse. I asked him if I could show him around and he said,* ***"What for? Everything is here -- just the way I think about Judaism -- it's all in order for me!"*** I've never forgotten his response, and I've found again and again that materials arranged by *Elazar* are logically 'in order.' (HASAFRAN 12 Oct 1995)

2. The System serves as an educational tool for those (librarian and patron) who are not well versed in Judaism, using Jewish/Hebrew terminology with cross references in the index and categorizing according to Jewish historical periods (see examples below).

   Terminology with a Jewish/Hebrew Orientation

Brit Milah is cross-referenced from the word "circumcision"

Eretz Yisrael (Land of Israel) is used instead of "Palestine" , a name imposed upon the area by the Romans to disassociate the land from the Jews when they were expelled.

The use of *BCE* (before the Christian Era) and *CE* (the Christian Era) instead of BC and AD, respectively.

Historical divisions based upon Jewish historical events:
720*Emergence of Talmudic Judaism (5th Century BCE - 8th Century CE) including overall treatment of the Jews in the Greco-Roman period which is further divided:*
721*Second Commonwealth (538 BCE-135 CE)*
727.3*Jewish Roman War and its aftermath (66 BCE-132 CE)*

Unique usage/expansion of the System

In 1975 an Orthodox College in Jerusalem decided to use the *Elazar* classification for their Judaica section instead of the original 200 Dewey class or Sholem's 296 and 933, as the librarian put it, "intricate classes". They simply put a 2 before the *Elazar* numbers, and translated the text to Hebrew. For example 003 became 200.3 . They were obliged to make modifications because of the introduction of the digit "2" before the numbers. They also put the Mishna before Talmud Bavli, and deleted or modify some of the classes that were inadequate for their library. Some numbers were added especially in the sections dealing with Jewish Law and customs.

In 1998 I was approached by a member of the Library Committee of a 60,000 volume library. He wrote that the library was currently in the midst of a long, ongoing process to reclassify the Library from the Friedus System (ref 8) to LC. Most of the active Committee members, Rabbis and scholars, are very displeased with the LC system, which is not intuitive or orderly (from their perspective). He stated that he only recently became aware of the existence of *Elazar* which seems to be much more reasonable for a library intended primarily for Rabbinics and advanced Talmudic and Halachic (Jewish Law) studies. In the months to follow there was much discussion on the pros and cons of *Elazar* with the librarian wanting to continue reclassifying to LC. This could make a very interesting case study whereby the librarian was interested in conforming to what other large libraries with Judaic collections have done, i.e. use LC, while the library users wanted a System which is Jewishly oriented for their convenience and ease of use. The decision of the Committee was to keep Friedus for all Judaica holdings and to subdivide major areas of the collection (Bible, Rabbinics, etc.) using *Elazar* classifications as subcategories.

The authors, believing that a classification system should be a "living" tool, have always encourage librarians to:

1. continue the dialog of giving suggestions and getting advise, and
2. to make minor changes as it fits their needs. One such example is the expansion of the Nazi Holocaust category for a collection requiring more detail in this particular area (ref. 5).

Barbara Leff (former Library Director, Stephen S. Wise Temple) sums up the philosophy behind the *Elazar* System (Hasafran 12 Oct 1995) replying to a question on LC vs. *Elazar*.

Because LC Classification is standard in academic libraries does not mean it is BEST for ALL libraries. To you, LC is standard; to me, *Elazar* is standard! A small library's primary goal is to reach its audience -- to make libraries accessible to users, especially browsers. That's what *Elazar* does for us and other synagogue libraries.

As you know, LC classification system was created for the entire body of world knowledge with an arbitrary numbering scheme and complex, lengthy numbers; most Judaica items fall in LC's BM and BS categories. As an alternative, *Elazar* was created for Jewish educators, synagogues and schools; its numbering system is modeled after Dewey Decimal and is in a logical sequence following the development of Judaism. Also, *Elazar* devotes all 000-999 numbers to Jewish topics, resulting in simper call numbers - making it easier for use by children and non-academics.

...*Elazar* is great for browsing -- and browsing is what lots of adults and children as well as teachers do in our kind of library. Computers and online catalogs do not replace walking through a library and browsing the shelves.

Another reason I like *Elazar* is because I learned an overview of Judaism through the *Elazar* scheme (as a library volunteer with limited library knowledge for 10 years prior to getting my masters). *Elazar* pulls the Judaica body of knowledge together in its outlines and explanations. *Elazar*'s logical sequences and orderliness allows a non-schooled library person to acquire a valuable understanding of Judaism, and, as you are aware, many synagogues ask volunteers or librarians with minimal Judaica background to manage their libraries. Also, non-professional librarians could not possibly handle the many LC cataloging tools in order to catalog their books. *Elazar* is a single, slim volume, easy to handle and use, and indexed.

Candidly, I have often thought of the additional time, energy and money involved in doing original cataloging -- because this is translated into budget. As a director of a large synagogue and day school library, I'm very concerned about cost-effective management. In addition to *Elazar*, we have a Dewey-cataloged secular day school collection in the same room, which means TWO classification systems to manage, requiring even more cataloging time. So, on the surface it might make sense for us to adopt the more readily available LC system for both secular and Judaica into one system -- but I think the patron has to come first.

One of the early drawbacks of *Elazar* was the lack of a central cataloging system. Professionals and non-professionals were compelled to do in-house cataloging and classifying. With the advent of the Sinai Temple (Los Angeles) Central Cataloging Service (CCS) for Libraries of Judaica, a very important tool complementing the *Elazar* System became available. The CCS is a subscription provider of *Elazar* and Weine (ref. 9) classification and cataloging, a service allowing librarians using *Elazar* to obtain professional cataloging on a continuing basis. CCS also helps with retrospective conversion information, provides back mailings, supplies a comprehensive Subject Heading List, giving a choice of over 100 topical bibliographies all of which include complete *Elazar* cataloging data.

Conclusion

The making of *Elazar* has been a life time project. It has given me the opportunity to maintain a professional contact with the Jewish library community while at the same time make a contribution to the profession. While it is used mainly in the U.S.A., it can be found all over the world. The System has been discussed and written about in various circles (ref. 2, 3, 4, 7).

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Migrating from the library of today to the library of tomorrow:re- or e-volution?

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Abstract

The paper considers the ways of the Library development in the profoundly changing environment arising within the forthcoming Information / Knowledge Society. The role of the Library as a social institution is examined in the context of the evolution of the whole literary and knowledge system. There are presented ideas on conceptual changes to be introduced by the Library in order to respond to challenges of the Information Age. There are offered approaches which could help the Library evolve from an institution to conservate and to provide access to a patrimony towards an inalienable part of a distributed global knowledge warehouse.

Paper

The World in Change: Advent of a Knowledge Society

The Information Age has arrived and the rate of change in human society continues to accelerate. This change is ongoing and pervasive - affecting all people, institutions and societies. The change is like a typhoon whose turbulence

has spawned not only problems, but also genuine opportunities. Information and communication technologies (ICTs) are the driving forces of change, and transformation is the order of the day. Human intelligence is replacing physical capital as the chief factor of production: intellectual capital becomes the primary factor of growth in the emerging Information, or, according to the latest concept, the Knowledge Society. Access to, and the effective use of information and knowledge, technologies, and various services are essential tools for sustainable economic and social development at the individual, community, national and international levels. Those in possession of all these tools will enjoy a future marked by abundance, but who are deprived of them will be marginalised.

To make the landscape of this society more harmonious, the Global Knowledge Partnership (http://www.globalknowledge.org), a growing network of about 60 public, private and non-governmental organizations from many countries of the world, proposes to focus on three key themes that are important for facilitating the role of knowledge in development: access, empowerment, and governance.

Access involves assuring that there is universal availability of the strategies and tools essential for the effective use of knowledge: it means accessibility to networks, infrastructures and services, as well as the content that is relevant for political and socio-cultural citizenship; it is a facility that enables citizens to communicate with the relevant outside world.

Empowerment can be defined as being the outcome of activities which build the capacity and skills of individuals, community groups, the private sector, governments and institutions, with the aim of enabling them to take part in the global Knowledge Society and Knowledge Economy, and make informed choices relevant to their needs.

Governance is the process through which institutions, businesses and citizen's groups articulate their interests, exercise their rights and obligations, allocate human choices and opportunities, and mediate their differences. This entails exploring ways in which knowledge societies can employ more efficient, transparent, and participatory forms of governance: locally, regionally, nationally, and globally.

In the context of the development of the Knowledge Society [1, p. 4] the following assumptions can be made:

1. Information and knowledge form the basis for decision-making and action, particularly in development.

2. The quality of decisions is dependent upon the quality and quantity of information. Although there is abundant information, the quality of the information must be evaluated.

3. Access to information and knowledge results in an improvement in the Quality of Life, provided that an enabling framework is in place.

4. There will always be inequality in society. Whilst it may not be possible to eliminate inequality, society has a responsibility to strive to reduce it.

All of these assumptions challenge the role of the Library in today's society forcing it to revise its function in order to retain and to strengthen its mission.

Evolution of the Literary and Knowledge System

In addition to these features of today's reality there are three other macro-factors which have a major effect upon the role of the library in society:

- an exponential growth of information;
- the growing complexity of knowledge and of its representation;
- a transformation of the literary system.

Today more and more people (primarily researchers) use new forms of knowledge representation which is not in the form of a linear text printed as a monograph or an article. These new types of publication can include text, images, audio records of a discussion, video records of an experiment, a software source code for calculation of results etc. - all this is impossible within a conventional publication. Furthermore, the more scientific (or, perhaps cultural) information will be created in this or some other sophisticated format, being constantly updated or revised. Now we are witnessing a process that could be defined as the remaking of the "literary system".

Geoffrey Nunberg, a professor at Stanford University, notes that new formats such as multimedia and hypertext take us "beyond the book" by creating new modes of reading and new forms of intellectual and cultural interchange. A dictionary can be linked to an encyclopedia, or an encyclopedia can take us directly into the primary literature. At the limit we may want to think of these forms as the model for the new services and clearinghouses: not as being static compendia but rather as dynamic interfaces to an open-ended discourse. It is not so much a technological revolution (which has already occurred) but, as Carla Hesse puts it, the public reinvention of an intellectual community in its wake. In fact, knowledge is no longer conceived and constructed in the language of forms at all - not as "bodies of knowledge", or a "corpus", bounded and stored, but rather as modes of thought, apprehension, and expression - as techniques and practices.

Digital technologies enable ultrarapid access (via user friendly interfaces and networks) to the richest sources, wherever they are located in the world's collections, and the rapid exchange of commentaries in electronic forums or videoconferences. These new possibilities favour an 'extensive' reading, the comparison of diverse texts and viewpoints, multidisciplinary transversality, a "conversation" between readers. They are beginning to have a considerable impact, as much on the individual mechanism of the appropriation of texts, as on the sociology of reading. True polytextuality - in which diverse types of texts and images, sounds, films, data banks, mail services, interactive networks may mutually resist or interfere with one another - this process of reading generates progressively a new dimension - polymorphic, transversal, and dynamic. We may call it 'metareading', which is becoming a new driving force of culture. Instead of aprioristic strategies that envisage cataloguing every document using a universal classification, hypertextuality prefers a tactic of using small steps, capable of binding them together after the event, whole corpora generated from research and particular points of view. It wagers, in short, on the plurality of the world of documentation. In other words, the ideal of coherent and convergent, unified knowledge (of which the library would be the microcosm). At the same time that it explodes the limits of text, hypertextuality revives one of the founding questions of culture: by what mediations can private experience and collective practices enter into an exchange? [2, pp. 154, 161-162].

By the way, this new architecture of knowledge has given birth to a surprisingly diverse range of recent library architectural projects, e.g. Bibliotheque Nationale de France - a building without walls, a library that is a nonspace; libraries for the new parliamentary bodies emerging in Eastern Europe - a series of globally

coordinated satellite networks linking far-flung databases that are not really located anywhere at all except in the hands of their users, the Union Media Center of the Michigan State University are but some examples.

The evolution of the literary and knowledge system has reached the stage when many people are asking the sacred question: What is the destiny of the book in the new era? Two extreme viewpoints are presented by "computer visionaries" (or "technophiles"), and by "bibliophiles", and they run something like: "Printed books, brick-and-mortar libraries ... have been superceded by electronic genres and institutions; where linear narrative has yielded in all of its important functions to hypertext and multimedia" versus "Nobody is going to sit down and read a novel on a twitchy little screen. Ever."

Of course there is no sense in getting into a discussion about these two viewpoints. It is more important to understand which printed genres will survive in the Information Age and what will be superseded by new digital forms.

Nunberg argues along the lines that the types of books whose existence in codex form has no particular cultural significance (catalogs, technical manuals, directories, regulations, legal records, and so forth) are likely to disappear soon. Scientific journals are almost certain to move to electronic distribution, but for popular newspapers and magazines, the conversion is less compelling. CD-ROMs have already cut heavily into the use of print encyclopaedias, but print dictionaries seem largely unaffected by digitization. As for novels, self-help books, political memoirs, critical editions, art books, travel guides etc., it is simply too early to say. Some will probably continue to rest chiefly on printed supports, some will divide their existence between print and digital media, some will definitely migrate, taking their place alongside a variety of completely new digital genres. There will be a digital revolution, but the printed document will be an important participant in it.

From this point of view the most reasonable approach appears to be the one formulated by James Billington, Director of the Library of Congress, in 1994: the new technologies of the multimedia era should be used to "strengthen the culture of the book". Or, on the other hand, we like the idea put forward by Umberto Eco, the renowned modern writer and philosopher: when an integrated multimedia sequence of events succeeds in bringing people back to a non-virtual reality, something new can happen.

The Library in a New Information Environment: Transformation Challenges

Libraries and archives have been created to ensure the long-term accessibility of recorded information. That is what they do now, and that is what they will do in the future. This means they acquire, catalog or process, organize, offer for use and preserve publicly available material irrespective of the form in which it is packaged in such a way that, when it is needed, it can be located and used. This is the unique function of the library, and no other institution carries out this long-term, systematic work. Nothing about this changes in the digital world. But digital technology changes the balance of power among the core functions. [3,4].

The change is socio-cultural at least as much as technological. Patric Bazin, Director of the Bibliotheque de Lyon, points out that the growing sophistication of knowledge and that of the methods of information processing appears to be accompanied by an evanescence of stable referents, clearly identifiable and transmittable ones that "the order of the book" (Roger Chartier's term [5]) used

to provide. It seems to be natural that libraries should continue to play a very important role, one that will far surpass the simple conservation of a patrimony. But will they be able to become mediators in the Knowledge Society? At this time they are hardly able to perform this role, at least for researchers and specialists in many practical fields who - driven by professional competition - keep up with new technologies and knowledge extraction methods much faster than any library, or other information agent.

Once the notion of a collection is no longer physically constrained, it naturally tends to extend indefinitely. Of course it will include a great deal of what some users will find trivial and ephemeral; when you take down the walls of the library you should not be surprised to find the reading room filling up with street people. The solution, (indicated by Nunberg) is not to try to close off the collection in some arbitrary way, but to help users to thread their way through the maze.

Access to knowledge and culture from a variety of sources (both traditional and the most recent in terms of format and usage), in a variety of languages, views and traditions includes the process of transforming that knowledge into an accessible format. We consider that these problems should be handled within the context of the hybrid / digital library context.

Development Strategy: Towards the Hybrid and Digital Library

One of the major problems that the librarian has to resolve today is how to navigate in a hybrid space of documents, both in printed and digital formats. The motivation behind the concept of the hybrid library is a need to cope with diversity. Diversity is a major problem as libraries struggle to come to grips with the digital information world. The most important question to answer is what new order of knowledge will emerge, and how libraries can participate adapting to the many transformations of the information and research landscapes. [6].

Without doubting the everlasting value of the handwritten or printed document or that of the conventional library as a place where people meet to fulfill some of their cultural needs, let us honestly state that more and more information is now emerging as 'digitally born' or digitized for the sake of more convenient use. A very important question arises in this context: who will take the responsibility to carefully collect and store this information to make it available for future use? At the moment it is kept by the creators themselves who constantly update their materials and do not care much about retaining previous versions. So some information currently regarded as being of less value, but probably containing some seeds of unrevealed wisdom, is lost. It is important that a social institute should, sooner or later, accept this function. Will this be the library? We would like to answer this question positively. But for this to happen it is essential that the library of today should be moving towards implementing the digital library concept, making this an organic part of its development strategy.

A digital library can be defined as "a distributed information system ensuring reliable storage and effective use of heterogeneous collections of electronic documents (text, graphics, audio, video etc.) via global data transfer networks in a way convenient for the end user" [7]. Or: "an information service in which all the information resources are available in computer processable form and the functions of acquisition, storage, preservation, retrieval, access and display are carried out through the use of digital technologies" [8].

Digital libraries are able to provide for the preservation and migration of electronic information (both digitally born and digitized) as well as enhanced

versions of services we have come to expect from the libraries, for example:

- tools for searching of heterogeneous collections;
- a personalized service based on user profiles representing users' information needs or a user directed summarization system in an information access to help users to decide about the relevance of a document;
- a collaborative infrastructure which allows user groups to index and evaluate documents on specific topics;
- a cross-language information retrieval or interrogation of multilingual databases or a multilingual storage and interface etc., etc. [9, pp. 184, 197, 215, 274, 294, 363].

Today the concept of digital libraries is being realised mainly outside the conventional library world. The main reason for this is not a lack of understanding of all the advances provided by digital libraries (many top library professionals and associations pay due attention to this concept) but simple non-affordability in terms of the costs of equipment and technology. Even the creation of a hybrid environment critically needed to respond to the reality of today is hampered because of such intractable facts as the dependency of digital information on software, hardware, networks, and so forth.

Library Policies for Change

On 17-19 April 2000 Moscow hosted an international conference "Managing the Digital Future of Libraries" which resulted in "The Moscow Manifesto" [10] recognising the following ways in which libraries of all kinds can make substantial contributions in key policy areas:

- Democracy and Citizenship - Publicly accessible libraries have a strategic opportunity to improve the quality of life and democratic opportunities of all citizens by providing free and equal access to high-quality information and ensuring equal access to diverse opinion, helping to overcome inequalities of wealth and location.
- Economic and Social Development and Support for Industry - Libraries support wealth creation by ensuring equal access to information and the opportunities afforded by knowledge. They can be important tools for reducing disparity between the information rich and the information poor citizens of Russia.
- Scholarship, Education and Lifelong Learning - Libraries provide, through their widespread physical network, a cost-effective infrastructure for both formal education and lifelong learning. They support students at all levels of formal education.
- Cultural and Linguistic Diversity - Public libraries are also cultural institutions in the widest sense. They support, preserve and promote directly the written cultural heritage, literature, literacy, authors and publishers. They provide access to knowledge of all forms of cultural expression.

To ensure that this happens it is important to consider and implement at national and international levels policy initiatives aimed at:

- improving conditions for citizens' access to information resources by

addressing the legal, technical, economic and policy issues which can enhance access via libraries;

- assisting libraries in meeting the needs of citizens, for example by recommending suitable infrastructures, alliances and training measures [11].

Training implies, among other points, something deep and long-term: nurturing a strong service ethic, building up a new professional culture based on recognising trends and being constantly ready to respond to the pressure for change. Library managers have to ensure that their institutions are user-centred and managed at all times with users' needs being paramount.

It has been noted above that libraries operate most effectively as a network. This sounds especially pertinent in the digital environment where resource and technology sharing becomes a condition for survival and development. Moreover, networking has to be reinforced by integration which implied the efficient co-operation of libraries with other bodies involved in creating and disseminating knowledge and culture - research institutions, archives, museums, publishers, etc. - in terms of using common formats, standards, metadata, protocols etc., and co-ordination of responsibilities.

Expanding institutional borders can bring other practical benefits to the libraries: they can be made more viable economically and attain a high cost-benefit ratio if they adopt some policies which arise from the expansion of the digital environment, e.g.: collecting licence fees for electronic documents, or digitising original materials. The long-term preservation of digital data with transition technologies also provides an additional business opportunity for libraries and firms in the relevant sectors. Libraries are the most important, and sometimes even vital, customers for electronic publishers; they also serve to market the products of multimedia producers, or may attract the attention of telecommunications operators by providing online access to content and information services via telecommunications networks, etc.

Conclusion

The library has to anchor a key role in the emerging Information / Knowledge Society as a place to ensure the preservation and migration of information in order to make it usable for everyone in need of it. This means not only retaining but also considerably reinforcing its traditional mission. What is needed to achieve this ambitious goal in the shortest possible time - Revolution or Evolution? The right approach would involve a combination of approaches, rather than to take one or other alternatives, i.e. Revolution and Evolution.

The revolution the library has to bring about means first of all entering the digital world as a full-value player. This implies - except working with electronic documents which is self-evident - efficient networking with libraries and other relevant institutions, nationally and internationally, i.e. the library has to contribute to the development of a distributed global knowledge warehouse.

In terms of librarianship the revolution means that the library has to become an 'art of passage' instead of the 'art of classification' it traditionally has been. The library of the future must be organized around disciplines like many attractive pools of water whose contours fluctuate, points of view and shifting usages. We find it that it is true that the password of any revolution in the management of library becomes a realignment in terms of contents - which means that a given thematic will have to be able to mobilize around itself all the pertinent holdings,

information and tools; it will have to be undertaken from the point of view of all possible uses, whatever the level of each user. [2, p. 156-157].

Evolution is acquiring sufficient flexibility to cope with an explosion of documents and technologies coupled with the blurring frontiers between the public and between usages. This includes constant monitoring of constituencies and predicting users' needs via the implementation of advanced methods of user research.

The most challenging aspect is to master the hybrid environment. One of most difficult tasks is to reconcile the fact that, for quite a period of time, the library will have to manage legacy systems while creating and supporting an interface between the old and the new. This means that considerable allocations will have to be permanently invested, but society (since it needs to archive and to use knowledge and wisdom created by mankind) has to bear these costs - as it has done in the past, but traditional libraries were probably less costly institutions.

Libraries must be a meeting point for the many processes and phenomena relating to the Information Society. It is necessary to ensure that they are no less, but even more central now than they used to be in the Industrial Society.

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Summaries

Tatiana Ershova graduated from the Maurice Thorez Moscow State Pedagogical Institute of Foreign Languages in 1980. 1985 through 1998 she worked in the Russian state Library - Russia's largest and world's second largest national library. Her career had consequently gone up from an exchange and acquisition librarian to a Deputy Director and the Acting Director. Now she is Chief Executive Officer of the Russian Institute of the Information Society - an NGO promoting Information Society development in the Russian Federation. She has a vast experience in management, in elaborating concepts and development strategies for a nation-significant institution and a region, in organising and conducting conferences and workshops (both national and international). She has published over 30 articles in professional journals and mass media.

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Serving the needs of visually impaired information seekers in UK public libraries

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Services to visually impaired people in the UK: the context

Libraries and disadvantage

Meeting the needs the most disadvantaged in the population has always been a key part of the mission of UK public libraries. It has been estimated that there are around 1.7 million visually impaired people in the UK. (Bruce, McKennell and Walker, 1991). Many are elderly: all face the difficulty of accessing information and enjoying print in a text-dominated world. Of the 354,153 who had actually registered as blind or partially sighted in 1996, from the one million or so entitled to do so, 90% were aged 65 or over. (Brophy, P. and Craven, J., 1999). Many specialist organisations offer library services, including The Royal National Institute for the Blind (RNIB), Calibre Library, Talking Newspapers Association (TNAUK) and ClearVision, but public library services have a statutory duty to provide comprehensive and efficient library services to everyone in the community. Public libraries therefore have a primary responsibility to ensure that they meet the library and information needs of all visually impaired people.

Government initiatives

The Disability Discrimination Act of 1995, which is now in its final stages of implementation, has acted as a powerful catalyst for change by every service provider in the way that they offer services to individuals with either physical or mental impairment. From October 1999, services were required to make a range

of policy and procedural changes to help disabled people access their services, with important implications for the delivery of library services.

In order to support library services in developing more effective access for visually impaired people, in 1998 the Department of Culture, Media and Sport (DCMS) made available a grant of £200,000 through the Library and Information Commission (LIC). The LIC, in partnership with Share the Vision (STV), identified a number of research areas which could better inform, enlighten or empower public library services in meeting visual impairment needs. Share the Vision was set up in 1989 as an RNIB project with grant aid from the Department of National Heritage (forerunner of the DCMS). It later evolved into a partnership company involving the RNIB, the National Library for the Blind, Calibre, TNAUK, the Society of Chief Librarians, the Library Association, the British Library and the Scottish Library and Information Commission. By working with the STV the LIC was therefore able to ensure that the agendas of all the interested professional, charitable and voluntary groups associated with delivering library services to visually impaired individuals were taken account of when defining the research that was required.

The Library and Information Statistics Unit Study, 1999

In order to benchmark UK public library services against international good practice and the recognised standards set out in the Library Association National Guidelines, (Machell, 1996) and to understand if services had moved on since work undertaken in 1985 (Craddock) and the survey undertaken in 1997 by the RNIB. (Chartres, 1998). The Library and Information Statistics Unit (LISU) at Loughborough University undertook the study at the end of 1999. The research team comprised Professor Margaret Kinnell (Evans), Claire Creaser and Liangzhi Yu (who designed and administered the questionnaire and undertook the literature survey). While the 1999 survey aimed to look broadly at library services to visually impaired users, information provision was obviously a key feature, and will be focused on here.

The data were gathered using a postal questionnaire survey of all UK public library authorities: 208 in all, of whom 141 responded. There was thus a response rate of 67%, with more responses from the English counties (79%) and unitary authorities (70%). This followed extensive consultation, and a survey of the literature. The study was co-ordinated with the other participants in the LIC/STV programme, with questions added in order to support their investigations. A complete account of the study can be found in the final report to the LIC. (Kinnell, Yu and Creaser, 2000). The findings and conclusions of this study now follow:

1. Information needs

Of particular significance is the fact that reading is a key activity for information purposes, even for those with a severe visual impairment. The RNIB statistics have identified about 36% of those who are blind and 75% with partial sight being able to read clear, large print, although around 69% of blind and partially sighted people read less after becoming visually impaired. (Bruce, McKennell and Walker, 1991). It is of concern therefore that reasons for non-reading given in an earlier survey (Bell, 1980) included non-use of libraries, dissatisfaction with the range of materials available and a lack of awareness of opportunities through library services.

There are three clear areas of consensus:

- Visually impaired people do read a great deal for a range of purposes
- There is general dissatisfaction with the range of information/materials available
- Many visually impaired people are not sufficiently aware of the library and information services provided for them.

2. Provision of information services: the context

Wide-ranging provision A considerable problem for the information seeker is that information needs are met by such a wide range of statutory, voluntary and commercial organisations:

- Local authority Social Services Departments

The first access point for those registering their need is the local authority Social Services Department (SSD), which provides information about the welfare of disabled people, including providers of information in alternative formats. Some SSDs provide needs assessments and refer on to appropriate services.

- The RNIB

SSDs refer information seekers to the RNIB or transfer responsibility to public library authorities.

- The NLB, and The Talking Newspaper Association of the UK

(providing 200 titles and the umbrella organisation for 500 local groups) are major additional providers of readily accessible information materials for visually impaired information seekers.

Campaigns for accessible information
In addition to providing their own services, the voluntary sector (RNIB, NLB etc) has been at the forefront of campaigns for accessible information, including:

- See it Right
- Get the Message
- Better Web Design
- Copyright Exemption. (Unlike many other developed countries, the UK does not grant automatic copyright exemptions for producing alternative formats).

Commercial organisations
Commercial organisations, too, have produced significant material, e.g. the BBC and EMI. Information relating to services is also available in non-print formats, e.g. British Telecom offers an enquiry service for visually impaired people through its Talking Pages and a number of banks provide large print or Braille banking information. The Disability Discrimination Act now makes this mandatory on all services, and it is anticipated that information from commercial providers will continue to improve. Monitoring, to ensure this develops effectively will be a major issue.

Access technologies
Access technologies, especially the Kurzweil reading machine and CCTV, have greatly assisted the provision of information in recent years. The most radical change came with the widespread use of computers, when visually impaired people could easily convert print into electronic text and read it from the screen with either transitory Braille or through synthetic speech. It is also possible to

link different converters such as scanners, reading machines, embossers and tape recorders, so that a converted text can be permanently recorded in the desired format. (Gallimore, 1999; Long, 1993; Porter, 1997). The Internet has made it possible for visually impaired people to access information at the same time as sighted users, and has dramatically improved their equality of access, bringing both 'independence and choice - two of the fundamental freedoms'. (Porter, 1997, 36).

EU initiatives
Many initiatives are devoted to exploiting ICT for visually impaired people; detailed information on the following projects from the EU Telematics for the Integration of Disabled and Elderly People (TIDE) programme is available from the RNIB web-site. (RNIB, 1999):

- Access, Information and Navigation support in the Labyrinth of Large Buildings
- Communication and Access to Information for Persons with Special Needs
- Horizontal Action for the Harmonisation of Accessible Structured Documents
- Secure Document Delivery for Blind and Partially Sighted People
- The UK has also been a major contributor to the EU project Testing Systems using Telematics for Library Access for Blind and Visually Handicapped Persons, which investigated how libraries could apply new information and communication technologies in services. A great demand was noted for direct access to library catalogues and models were tested for delivering such catalogues for normal searches and for interlending.

3. Information provision through UK public libraries: the 1999 survey

Policy statements
The proportion of library authorities with an explicit policy statement for visually impaired people (VIP) as a distinct group of information seekers remained low, at 5%. There was some improvement from the 1997 position, if one included policies for all disabled people, which encompassed VIP. Of real concern, though, is the fact that a significant minority (42%) of authorities did not have a written policy statement at all for VIP. Having such a policy statement - or not - made an impact on spending on specialist materials, relationship building with external agencies, and the provision of specialist equipment. Those authorities which had a written policy were more likely to focus on meeting a wider range of these special needs. For example, the 21 authorities with a special policy, or which included this in more general policies for disabled people, provided an average of 9 (out of a total of 22 listed) different special services. Those with a VIP policy incorporated in other areas provided an average of 6 different services. Those with no policy provided an average of 5.

A clear policy statement, which will be shared with staff, members and visually impaired people in the community, is a planning tool, a means of promotion, and a key performance indicator.

Budgetary provision
There was considerable variation in the ways that library services interpreted their services, and consequently in the budgetary allocation. Some had a special budget, when in effect the budget just covered provision of materials in an alternative format (e.g. large print), while others regarded themselves as having a special budget allocation if they covered all services. Most authorities did not have a specific budget allocation for VIP services, and the percentage appeared to have declined slightly since the 1997 survey.

The National Guidelines emphasise that resource allocation for service development is necessary (Machell, 1996,3) but specific guidance to authorities has not been given. This contrasts with guidance given on other important areas of library provision, where there have been recommendations on deploying a percentage of the budget relative to that proportion in the user population. Few authorities were able to provide data on the numbers of visually impaired people who were members of the library, or who lived in their communities. This is clearly unsatisfactory, given that expenditure to support the needs of disabled people and specific groups within the broader category is an important indicator of performance.

Staffing
Several authorities reported staff in more than one category, and some authorities were unable to identify full-time individual posts or staff hours dedicated to VIP services. The result was similar to the 1997 Survey which found that 62% of authorities employed special services staff as a part of a team responsible for VIP services. There was a clear relationship between staffing practices and service levels. More formal contacts and working relationships were achieved with external organisations. It was concerning that one-third of staff had received no basic visual awareness training (a worsening of the position since 1997), and few non-specialist staff were being trained in areas such as the use of assistive technology and equipment.

Partnerships
The percentage of authorities having close, ongoing relationships with other agencies had fallen since 1997. The proportion having no relationships at all with other agencies had also decreased. The pattern that was emerging appeared to be increased but occasional formal contact and referrals from other agencies. Compared with international examples, e.g. the USA (Fitzpatrick, 1990), Denmark, Sweden, there appeared to be poorer coordination and a danger of fragmentation of effort.

Service evaluation
A large minority of 27% (37 authorities) reported not formally evaluating their VIP services and of those who were, some were doing so only as part of a more general evaluation process. Fewer than 20% respondents used the National Guidelines to inform their evaluation, and while users were consulted in some areas, there was little consistency between authorities. Only 40% of authorities held management information on visually impaired users to enable them to contact users on service development and evaluation.

Materials provision
The availability of adult fiction and biography was good, but non-fiction, especially scientific, technical and medical, and reference materials was less so. This was a worrying finding, as it indicated that information provision was generally seen as less of a priority than leisure provision for visually impaired people. Over the last four years, provision of talking books and large print materials as reported in the CIPFA

Library statistics actuals
(CIPFA, 1999) has increased, although the lack of formal policies to inform selection strategies is of concern. The 1999 Survey asked for details of the size of holdings in alternative formats, but fewer than half the respondents were able to supply this information, even for large print and talking books. It was also concerning that 51% did not notify regional library bureaux of their holdings, presumably because there was a lack of policy-making in this area. The

percentage of authorities catering for the minority language needs of their communities appeared to be lower than was the case in the 1997 Survey, in which 50% provided large print and/or spoken word materials. Whether this was due to a lack of availability or to selection decisions was unclear.

Equipment
While it was difficult to assess the levels of equipment required for the user population, it was clear that most authorities had insufficient equipment available, although there were notable improvements in provision since 1997. Even central libraries still had relatively little specialist reading equipment, and rural users had minimal access in smaller branch and mobile libraries. Technology has now made it easier than ever for visually impaired people to access information, and it is essential that public libraries offer the state-of-the-art technology to ensure equality of information provision for all the community.

Provision and access
The take-up of general services by visually impaired people was difficult to ascertain. Services are open to all and are not monitored for their use by visually impaired people. This is an area where a more in-depth follow-up study of users and non-users, to be undertaken by LISU, should help in obtaining more reliable and objective results. Authorities themselves also need to undertake user/non-user surveys on an ongoing basis, as part of effective service management. The data from this Survey did indicate a patchy response to the special requirements of visually impaired people. There was good coverage through housebound services and basic access to buildings (guide dogs allowed, automatic doors). Less consideration had been given to the need for appropriate access through signing and guiding, assistive technology and the design of procedures to enable visually impaired people to join and access information on the same basis as fully sighted people. Special assistance had to be requested from staff.

There was also a concentration of resources in central and main libraries, with rural provision less good.

Promotion
This was not considered to be essential by all authorities, which was of concern. Promotion was largely through personal contact at the Library and through local groups and other agencies. The study did not probe the effectiveness of each method, an aspect that could be usefully developed in further work.

Conclusion: Issues in providing information services

Reading materials and information are thus being provided to visually impaired people by a wide range of organisations, with the voluntary sector remaining as the major player, because of its long-standing commitment in this field. There are three key issues which impact on public library service information provision:

1. Fragmentation

Resources are fragmented across various uncoordinated organisations, each having its own agenda. Visually impaired users may have to contact several organisations to achieve reasonable access to information and materials. The NLB and RNIB partnership is now under way, and the project REVIEL (Resources for Visually Impaired Users of the Electronic Library) (Brophy and Craven, 1999) proposes a nationally accessible library model, but it is still too

early to predict their impact.

2. Exclusion

There is unwitting exclusion of a large proportion of visually impaired people from library and information provision. This is because many organisations, particularly the voluntary sector, largely identify their user group through registration with SSDs or from medical certificates; some also rely on SSDs for referral.

3. Segregation

Provision is largely segregated from the mainstream. This is manifested in the division between the sighted society whose reading and information needs are met by public or academic libraries in an integrated service environment and the visually impaired section of the community whose needs are mainly served by voluntary organisations. This has serious implications for the level (and perhaps quality) of service provided:

- Visually impaired people cannot normally have their needs met by a one-stop contact
- New services developed by the mainstream operation (e.g. learning support) may remain unknown to blind and partially sighted people
- There is over-reliance on voluntary workers' goodwill
- Visually impaired people may not benefit from the professional skills of librarians
- Many libraries had created links with other agencies, but these appeared largely to be for liaison rather than explicit cooperation.

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Quality management and self assessment tools for public libraries

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Paper

QUALITY EXPECTATIONS IN THE UK PUBLIC SECTOR

Pressure points

Pressures to demonstrate value for money and also to prove their worth, especially in making a measurable impact on their community, have become more intense for all public sector services in the UK. These can be seen in the following ways:

- External inspections and audits by government agencies such as the Audit Commission, OFSTED, the Further and Higher Education funding councils;
- Measures of service effectiveness used to produce 'league tables';
- Market testing of public sector services;
- Quality and Value for Money initiatives such as Charter Mark and Best Value.

Quality management in public library services

Local authorities, government agencies and the National Health Service have therefore adopted 'total quality' and marketing-oriented approaches as a

cornerstone of their management principles and practices. (Kinnell and MacDougall, 1997). Quality management, using various methods, has been tested by public and academic library services: ISO 9000 and its derivatives, Charter Mark, Investors in People and other elements of Total Quality Management. Performance indicators and measures have been developed, with special interest being shown in measuring the impact of services as well their take-up by users. (Linley and Usherwood, 1998).

However, there has been poor *sustained* take-up by library and information services. This is the case across the library and information sector, but is especially pronounced in public libraries. (Brockman, 1997). The reasons have been identified as:

- quality models are too commercially oriented
- the language and concepts of quality do not embody public sector values
- the ethics of information provision are not addressed in quality models.

There is therefore a need for quality approaches that librarians can accept as being much more relevant to library and information services.

The public sector benchmarking project

One of the most significant initiatives to take quality forward for the public sector in the UK using a distinctive, but complementary, approach to existing quality models has been the public sector benchmarking project. This was launched by the Government Cabinet Office in April 1996 as a pilot with 30 organisations, and a second phase, which ran from April 1997 to January 1998 was pronounced a 'runaway success'. (Samuels, 1998). The third phase, from April 1998 to 2001, aims to support the Government's continuing drive to achieve best value in the delivery of public services, by exploiting the value of benchmarking to support agencies and other public sector organisations, in meeting the challenge of improving the management of their operations within tight financial constraints.

The Business Excellence Model of the European Foundation for Quality Management was used in the project. This model had been developed from 1989-1991 and used in around 200 private sector organisations across Europe. It built on other quality models and used the concept of self assessment, so that managers could assess their own organisation against nine criteria, each weighted to account for their significance. The self assessment against the Model provided a diagnostic framework which enabled organisations to:

- measure their performance, identifying strengths as well as areas needing improvement
- prioritise improvement activities
- measure their effectiveness.

Prior to the use of self assessment the measurement of an organisation's achievements had tended to be subjective. If managers were prepared to apply for certification or awards such as Charter Mark or ISO 9000 then external validation was available. The Malcolm Baldrige National Quality Award and the European Quality Award have both been attempts to increase the competitiveness of companies. (Easton, 1995). Emphasis in the public sector benchmarking project on aligning management with the best commercial practice has therefore been influential in encouraging managers similarly to provide external evidence for achievement.

Those organisations who took part in this Government project were positive about its benefits - they saw considerable scope for the Business Excellence Model as a tool to help achieve real improvement in managing their activities. Researchers at Loughborough and Sheffield universities decided subsequently to explore the potential to develop quality management through self assessment for library and information services. The results of their study provide the means for library and information service managers to align services with best practice across both the public and private sectors.

SELF ASSESSMENT FOR THE LIBRARY AND INFORMATION SECTOR

The Library and Information Sector Improvement Model (LISIM)

The motivation for undertaking the Self Assessment project for library services was that there was an urgent need to develop more effective quality assurance for library and information services. A number of studies (many of them summarised in the Aslib Review of public library services (Aslib, 1995)), have shown that public libraries need to move forward in developing their management, especially the planning of services. The Department of Culture, Media and Sport (the Government Department responsible for public library services) requirements for annual library plans as part of a three-year strategic planning cycle were an important stimulus to developing a more rigorous - and at the same time more user-friendly - quality model.

The British Library Research and Innovation Centre two-year study to examine the potential of self-assessment for public library services was directed by Professor Margaret Kinnell Evans (Loughborough) and Professor Bob Usherwood (Sheffield). Dr Kathryn Jones was the researcher for the project. Earlier work at Loughborough and Sheffield Universities had shown that, despite the need for quality management models to be implemented by public library managers, there was a lack of understanding of the range of tools available to them and how these could be adapted for library services. (Milner, Kinnell and Usherwood, 1997).

Three approaches were identified as having potential. Each shared the following characteristics:

- they were applicable to the public sector
- they stressed the importance of human resource needs and customer satisfaction, both key issues for public libraries
- they enabled library services to integrate other quality programmes already in place, initiatives such as:
  - Customer Satisfaction Surveys
  - Charter Mark
  - Investors in People
  - Quality Standards and Specifications.

Of the three self-assessment approaches to quality management selected for consideration the EFQM Business Excellence Model was highlighted at an early stage because it offered the most structured approach through its nine assessment criteria and 32 sub-criteria. However, it was essential to take on board the criticisms that had been levelled at previous attempts at implementing quality management in library services, especially the lack of a public service orientation

in some of the approaches. The two other models examined therefore influenced the way in which the Business Excellence model was interpreted for use by library services.

The approaches which formed the basis for the investigation, were:

1. The Business Excellence Model (EFQM, 1997)
This model had been adopted by Government and applied to public sector services. However, it had been developed initially for the commercial sector and was focused less on social impacts than on business effectiveness.

2. The Quality Framework (Stewart and Walsh, 1989)
This also offered a foundation for those who wanted to begin developing quality management in the public sector. It was argued that public services operate within a context which requires special consideration, with emphasis needed on relationship building and service surroundings, as well as the core service to be delivered.

3. The Democratic Approach (Pfeffer and Coote, 1991)
This offered a further understanding of quality management in the context of the modern welfare state, with an emphasis on the key ideological differences between the public and the private sectors. The main issue was identified as that of the public sector serving the interests of the community as a whole, as well as meeting the needs of individuals within the community.

Developing and using the LISIM

Three local authorities were selected by the project team as case study demonstrator services, in order to test the applicability of each of the approaches: a shire county, London borough and metropolitan authority. Links were established with German and Swedish library authorities who tested some of the self-assessment tools and the draft self-assessment tool kit.
There were two phases to the project, which mirror how a library service should implement a self assessment programme:

1. an initial decision to commit to self assessment

2. an implementation phase which takes the process forward and levers out the benefits for the service.

In **Phase 1** a quality audit was undertaken in each of the local authority public library services. The planning, communication, review and assessment of quality initiatives were identified and assessed. Issues relating to customers, the management of people, stakeholder involvement and the planning and evaluation of service initiatives were then discussed in feedback sessions and a workshop was held. This provided further feedback and validation of the interim analysis.

In **Phase 2** the quality approach or model the library services wished to use were identified through collaborative working between the research team and senior managers. A process of detailed iteration was the principal method. At this stage the core values of the 3 approaches were introduced to the managers and they then identified those values which were a priority for their organisation. The core values identified by library managers were:

- customer focus
- equity in service
- an open system

- public participation
- visible and visionary leadership
- employee development
- involvement and satisfaction
- continuous improvement
- management by fact
- partnership development
- consistency of purpose
- process management
- public responsibility
- stakeholder consideration

A gap analysis of the fit of the demonstrator services against the approaches was then undertaken. This analysis formed the basis of the self-assessment model that was selected as the most appropriate to all the services. The model was then used by two of the demonstrator services (the third had organisational problems and was unable to complete the work) to undertake self-assessments.

Any library service seeking to implement self assessment should undertake a similar examination of its core values as part of the self assessment process. Self assessment can then be owned by all of the stakeholders.

Finally, the model which emerged - The Library and Information Sector Improvement Model - was sent out for feedback and comments more widely in the LIS sector, in order to produce a tool-kit and training pack that would achieve wide acceptance. A selection of academic and special librarians were asked to evaluate the model in terms of their organisations' quality management needs as it was considered that the model had value for LIS in a range of contexts.

A number of issues emerged, which meant that the Business Excellence model had to be refined for use by our demonstrator authorities. These were:

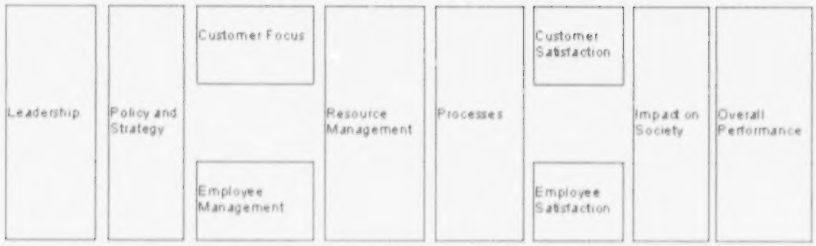
- defining quality in the public information sector (what does it mean?)
- defining the users of public sector information services (who are the customers?)
- providing adequate performance measures ('whose quality is it anyway?')
- ensuring long-term commitment when quick returns are required.

Interestingly, the EFQM was conducting a revision of the Business Excellence Model in tandem with our research. Their resulting Organisational Excellence model took on board many of the issues which we had shared with other organisations, including a police authority, local education authority, county council and National Health Service trust in a public sector network group.

The LISIM: a summary

Library and information service managers were involved at every stage in the development of the final model. They wanted it to:

- offer a supportive framework or structure for understanding the often disparate management activities in library and information services
- offer guidance on how LIS can improve their current management practices and achieve excellence, through a staged approach to continuous improvement
- help ensure that the LIS retain a high degree of autonomy in the way they approach self-assessment.



The principles of the LISIM

The following table summarises the principles established with the demonstrator authorities, and which underpin the model.

General Principle:	Non-Prescriptive	Whilst the model presents criteria for assessment and offers examples of good practice, it does not prescribe the approach which the library service should undertake. It offers a broad spectrum of issues which might be considered, however it is up to the library service in question to determine how relevant these are in the context of their own plans, policies and strategies.
Management Principles:	Consistency of Purpose	All plans, policies and strategies should be deployed in a structured and systematic way across the whole organisation and all its activities are co-ordinated and aligned to them.
	Continuous Improvement	Should be the focus of all work practices and procedures and should be embedded in the culture of the library service. Assessment measures should be aligned to goals, targets and objectives in order to facilitate a structured and systematic approach to continuous improvement. Excellent organisations are expected to provide evidence of year-on-year improvements in key results areas. Continuous improvement is also about using the review and assessment process to drive improvement.
		Excellent organisations are expected to benchmark key result areas and be able to provide evidence of an improving trend

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	Benchmarking	when compared to good practice organisations. Excellent organisations are also expected to provide evidence of how they have used process benchmarking to drive improvements.
	Management by Fact	Relevant and accurate information should be the basis of planning and improvement decisions within the library service.
Human Factors:	Visible and Visionary Leadership	The commitment of senior management is vital to the success of self-assessment. They drive the planning and improvement activities of the organisation.
	Stakeholder Consideration	Meeting the needs and expectations of external stakeholders is inherent in the model. Instead of focusing inwards, the library service should be addressing the management of customer-facing services. The stakeholders of a library service are those people or organisations who have a stake in the service. 'Stakeholders do more than simply use the library: they care about its success, they promote its activities, and they are lobbyists on its behalf' (Weingand, 1997, 58). These might include: staff, customers, councillors, council departments, funding councils, book suppliers, electronic information providers, library networks e.g. EARL, JANET, SELPIG.
	Employee Development Involvement and Satisfaction	The delivery of quality library services is dependent upon motivated and committed employees. Therefore systems should be put in place to ensure that they are supported in their role.

A full explanation of the model, together with a training pack which can be used to implement it in any library and information service, is available. (Kinnell, Jones and Usherwood, 1999).

CONCLUSION: USING SELF ASSESSMENT IN LIBRARY AND INFORMATION SERVICES

The research undertaken by Loughborough and Sheffield universities therefore had a very practical outcome: the design of a model for implementing a holistic quality improvement programme. The programme would reflect best practice in the commercial sector, but imbue quality management with the values needed to deliver a public library service to meet both individual and community information needs. How to set about delivering a self assessment programme which will improve overall effectiveness, is set out below. Essentially, they are the steps required for any successful change management activity.

The stages

1. **Identify the role of self assessment**
The library service should identify the role or purpose of the self assessment. These are likely to include:

- to review the management practices of the service
- to provide a focus for implementing total quality in the service
- to identify what the service is achieving against models of best practice.

2. **Commit to the process**
The route to self assessment begins with the initial decision to commit to the process. All involved in the assessment need to be fully informed of their duties and responsibilities in carrying out the task. This requires:

- the involvement and consent of key staff to ensure that the exercise runs smoothly
- the cooperation of all staff to maximise the potential benefits to the service
- the necessary resources to implement self-assessment
- the motivation to undertake post-assessment improvements.

3. **Identify the self-assessment team**
There are four clear issues:

- who will have the responsibility for administering the self-assessment

All of the recent work on quality management for library and information services shows that the key issue is not just how to implement self-assessment - which can be achieved using the tailored LISIM model - but how to sustain it as part of mainstream planning activity. The following critical success factors for maintaining self assessment are:

- regarding self-assessment not as a static or one-off project, but acknowledging the need for acting on the outcomes with improvement plans and cycles;
- aligning self-assessment with the planning structure of the library and information service: making it an integral part of the data gathering process;
- having marketing strategies in place to create an awareness of what the library can do thereby ensuring the support of key stakeholders for the process.

4. **Choose the self assessment model/approach**
While we recommend the LISIM, there is a range of other approaches, including the new EFQM Organizational Excellence model. The LISIM is unlikely to need

tailoring for content, but the way it is implemented can be varied. The toolkit provides three methods, each offering different levels of thoroughness and accuracy.

- A matrix approach - the library service can match its current position on the matrix and identify where it fits good practice.
- A simple questionnaire which can raise awareness and facilitate discussion of performance issues.
- A pro-forma, which offers a comprehensive self assessment, including a robust scoring mechanism and the means of identifying future improvement actions.

5. **Piloting/training/planning**
Any library service considering self assessment must decide whether or not to pilot the scheme. Training is not optional, whether or not piloting is undertaken. Three levels of training are essential:

- awareness-raising for those staff not formally involved in the process
- assessment team training
- lead-officer training.

Planning the assessment, including the kinds of outcomes expected (e.g. scoring, or not?), and the time and human resource which will be allocated, must also be undertaken.

6. **Undertake the self assessment: manage the process**
Understanding what will constitute evidence (e.g. plans, reports, statistical data, user surveys) is essential before commencing the process, as well as ensuring a common approach to scoring by the self assessment team. Achieving consensus is an important part of the process. In order that the programme is effective the overall project should be carefully managed by a key person in the organisation, and should be integrated with the planning for the service. Self assessment provides the opportunity to:

- perform critical analyses of progress
- identify causes of deviations from original plans
- verify the state of capabilities in relation to new goals.

7. **Identify priorities for improvement/plan actions/implement actions** All quality management programmes should have actions as their outcome. It is important to distinguish between long- and short-term objectives, and to align improvement activities to the current implementation plan. Quick returns from some activities will need to be balanced with daunting but important longer-term goals. It is common that very many areas for improvement are identified in a self assessment and consensus has therefore to be gained on the most significant.

8. **Review** The final stage is a review of what has been achieved, i.e.:

- whether the objectives have been reached
- whether the performance targets have been met
- whether the planned timescales have been achieved.

Evidence of improved results will be looked for in the next self assessment and the programme can only benefit the organisation fully if it is seen as an ongoing, continuous improvement initiative.

'This was not just a once-and-for-all project but an ongoing process of

monitoring, auditing and managing change for the benefit of the organisation and its stakeholders'. (Kinnell, Jones and Usherwood, 1999, 159).

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ICT and marketing challenges in Latin American Libraries

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Abstract

Latin American libraries have experienced an important development in the last two decades. Telecommunications and Information Technologies have been key elements in this process. There are leading institutions with remarkable programs, nevertheless it is necessary to design marketing strategies to improve their benefits. A case study based on a Mexican university library system is presented in order to analyze how ITC applications and marketing techniques have been harmoniously combined. Although every country in the region must find its own solutions, some ideas are presented to emphasize that marketing is not exclusively for businessmen. It is the "science of strategy," and its main objective is client (user) satisfaction, so we librarians are welcome to act enthusiastically on its applications.

Paper

Overview

Talking about Latin America is talking about a group of countries which are very close to each other, not only geographically but also culturally speaking. Their libraries can be grouped in 4 different categories: libraries in large countries such as Brazil and Mexico, which have about 60% of the collections in the region,

followed by medium-size countries, such as Argentina, Chile, Colombia and Venezuela, which usually share the same library developments as Mexico and Brazil. Finally, there are small countries that can be divided in two groups: countries with a healthy economy, such as Costa Rica and Uruguay, which have a good library development, and countries with more modest economies, such as Nicaragua, Haiti, Honduras and El Salvador, which rarely have academic or specialized libraries (Lau, 1995).

Estela Morales says that the library development is heterogeneous:

> "within each country there may be excellent services and access to the most sophisticated technology in some places [...] and even a total lack of basic library services in others. However, in general there has been considerable progress, as well as a increasing participation at the international level, where the region has established its own identity and shown it has its own approach and can find its own solutions." (Morales, 1998).

Information Technologies

Today technologies have changed our social and economic life. In the workplace methodologies change, people work home or in the web, with flexible timetables, and more and more virtual communities are emerging in different fields. The large increase of ICTs has supported the multiplicity of global networks. Today people say that the bandwidth is the universal remedy, or that it constitutes a new asset (Ferreiro, 1999), while we are heading, as Negroponte points out, to a new convergence of media.

But 95% of the PCs around the world are located in economically developed countries. USA and the CIS (Community of Independent States) engage with their satellites nearly all geostationary orbits, while the Third World occupies less than 10%. There are more than 6.8 million documents and 80 thousand companies available in the WWW, but 80% of the human race doesn't have access to the most basic telecommunication systems (Ford & Contreras, 1999).

> "The Latin American IT market represents 3% of the world market, but growth in Latin American is above the world average" (Callaos, 1999).

Although most Latin American countries have computer networks, there is still much to do in respect to databases and information generated by each place. As J. Soriano says, this turns out because

> "basically, most countries in the region have not designed policies to integrate two different worlds: the world of technicians who only know how to connect the cables, and the world of users who work with the information. We believe that in the future the next step in the information revolution will come from the potential offered by database developments and electronic edition" (Newsweek, 1995).

We must seriously reflect on the implications, relations and conflicts raised by the information-oriented processes in libraries. In the case of libraries, technologies have made their activities easier, and they have changed them. Among several applications today we want to mention the computing workshops in Mexican public libraries, CD-ROM edition by National Libraries, and the participation in the UNESCO's Memory of the World program. The university libraries

> "are often the best endowed in terms of budget, professioanl staff and

> technological infrastructure [...] they offer databases and catalogues on paper, CD-ROM, online or as Online Public Access Catalogues (OPACs) [...] they have been pioneers in the integration and individual development of technologies that have brought users into contact with information either on site or around the world by means of telecommunications, particularly the Internet..." (Morales, 1998)

leading to new initiatives for the integration of Latin American cooperative networks, specially the RedHUCyt (Red Hemisférica Inter-Universitaria de Información Científica y Tecnológica) (Callaos, 1999). Technology has also been a key factor for integration and interaction in the region, and significant efforts have been made by international organizations such as the OAS and the UNESCO, through its Information for Latin America and the Caribbean Cooperative Program (INFOLAC), while the IFLA and the FID have also

> "helped to bring Latin American and Caribbean librarianship into the global economic and information system" (Morales, 1998).

Challenges and Strategies: the marketing role in libraries

> "Libraries in Latin America and the Caribbean have sought to adapt to new technological developments, while their efforts have been concentrated on meeting local needs. Traditionally, however, cooperation initiatives, which are a top priority for modern information services, have been few and far between" (Callaos, 1999).

The extraordinary growth in the use of Internet has definitely improved the cooperation among libraries in these countries. In respect to Internet, Gazitúa (1997) asserts that the technological environment shows how almost all restrictions have been overcome, and that

> "the main responsibility to advance relies on the information agents rather than with technologies" (Callaos, 1999).

Therefore, reworking our profession to meet the ICTs becomes an urgent issue, giving us the chance to extend the traditional territories from the community library to the global information services, from the territorial library to the virtual library, or a combination thereof (Ferreiro, 1999).

> "Social institutions today [including libraries] look vastly different than they did twenty years ago. A variety of forces, most specifically economic changes and technological developments, have reshaped and redefined our notions..." (Cfr. SHAPIRO, 1981 & BESSER, 1998).

Shall we resign to stay in the past? Or are we channeling our efforts to work on specific actions and confront challenges? (Ferreiro, 1999)

- How can we conform mission to technology?
- How can we identify the proper and irreplaceable items of a Library?
- How can we build a strong identity?
- How can we benefit from the "time-space" liberty concept in services?
- How shall we use networks?
- How can we create exciting products and services?
- How can we expand the market?
- How can we develop networks (Internet or Intranet) with primary relation groups?
- How can we speak the same IP language?

- How can we incorporate information?
- Increase the Spanish offering
- Improve the recovery of Spanish expressions (idioms, authorities, thesaurus)
- How shall we face the concentration of digitalized information by large transnational consortiums which have sophisticated recovery mechanisms?

The Latin American region requires specific solutions, and its strengths are the common cultural and language elements leveraged by marketing. Marketing is not only a practice for businessman, it is the "science of strategy" whose main objective is client (user) satisfaction, and we librarians shall know it and apply it as part of our permanent activities in the management and planning processes.

Strategic planning plays a primary role in all these processes: the analysis of Strengths - Weaknesses - Threats - Opportunities, the identification of CSF (Critical Success Factors), and the generation of strategic projects, as well as other elements proposed by Irene Wormell (1996):

- Vision (aim) Where do we want to be?
- Values (beliefs) How do we want to do things?
- Mission (purpose) What is our core business? Who are our customers?
- Objectives (functions) Why are we here? What shall we do?
- Main lines (assurances) What are the results from FDOA/FBE?
- Goals (action lines) Where are we going to?
- Tactics (actions) How are we going to do it?

By putting into practice all these tools we will have the chance to generate new products. Identifying key areas, and evaluating needs through primary strategic group sessions. Among other methods there is the creation of customer and supplier data banks, advertisement, and something very important: our staff, since the main good of a marketable information service are the people who work in it. Promotions and advertisement are part of the success in product marketing, but there are other elements, such as customer satisfaction, the ability to keep customers, and close businesses repeatedly. (Wormell, 1996)

Other authors propose as a complement the development of a corporate image, working in the identification of markets, structuring distribution and promotional systems. In Latin America, we shall mention two additional factors: the generation of results, though small at the beginning, may be a very useful strategy, and a good element to attract the attention of those who make decisions; and the development of alternative actions taking advantage of the creativity of people who work in projects (Feria, 1997).

Case Study: the University of Colima

Countries with a poor infrastructure shall not be limited by their own access to technology resources: what can be done in the Latin American countries to stop this disposition is more than evident... and not only to expand the internal use of information, but also to produce and export information goods.

An example of this is the ICT group, born from a library project in a Mexican university, which has brought together technological applications and significant marketing practices. This group currently works out four programs: the Compact Disc Editing Center, the Educational Multimedia Center, Telematic Services, and Libraries. The project started in 1983. At that time there was much to be done: we didn't have enough personnel, nor financial resources, nor even technology. It was a great challenge. The first step was the creation of a libraries

university system: we worked on the services and technical issues. At the beginning we had to recondition classrooms and laboratories; but little by little expressly designed facilities were built.

From its conception, the need to systemize information led us to the development of a computerized program to catalogue and manage libraries, currently known as SIABUC: Integral Automated Library System. Even though it was initially conceived as an internal tool, it is actually used by approximately 500 libraries in Mexico and Latin America. In fact, SIABUC was our access key to computer technology, which give us the chance to start an uninterrupted IT development.

In 1988, the intent to produce for the first time a CD-ROM totally edited by the University of Colima led to the creation of the Cenedic (Compact Disc National Editing Center). From that day on, the production has increased to one CD-ROM every two weeks. But its most important achievement has been the development of new processing and programming methodologies and applications.

After that, the Educational Multimedia Center was established. In this center the latest hypertext, hypermedia, animation and virtual reality techniques are adapted to produce didactic and interactive materials to support education-learning processes. On the other hand, the General Telematic Services Direction has undertaken the installation of a university network to offer distinct support services such as connectivity, access, university web site maintenance, etc. It works in linking programs with private companies. It has highly-trained personnel working on the latest network, data communication, Internet and videoconference developments. In recognition to its achievements, this institution has been recently invited to take part in the Internet2 project.

In addition, the ICT group is working on three projects for the implementation of Digital Libraries: The Digital Library for Latin America and The Caribbean, The Twenty First-Century Library, and Interfaces: Digital Library International Forum.

All this shows that the success achieved by librarians within a corporate environment depends directly on

> "our ability to perform that function for which we uniquely suited and trained; an that function is the management of information" (Echelman, 1981).

Information services, rather than becoming computer centers, will lead us to rethink the library. They will help us to give an added value to the traditional services, without mistakenly thinking, as some people do, that networks will replace books.

Conclusion

The library development in Latin America is both distinctive and heterogeneous; however, a significant development has been evident in the last two decades. A critical element has been the outstanding development of telecommunications and information technologies. From the 80's the automation of libraries has received a great impulse, and many libraries have introduced more and more equipment and applications, creating their own web sites, generating compact discs, and producing leading projects for some countries in the region. It has provided them with a more refreshing and distinctive touch, giving us the opportunity to conceive new directions (Ferreiro, 1999), such as:

- Increasing the Spanish language offerings in Internet
- Creating Latin American networks for the creation of contents
- Negotiating with consortiums
- Collaborating and contending
- The Library Brand as an Internet offering validator
- The Library as an educational actor
- Technological developer
- Learning on Information Resources
- Integrator of information services
- Information organizer for the www
- Aggressive disclosure of information
- Broker, Specialized Searcher
- Entertainer/ Network, Communities Moderator
- Contents mapping

Finally, it is not worthless to say that every activity requires from the beginning a great deal of perseverance, will and passion. The work done by the information services is an enterprise that requires commitment, and a good disposition to devote time, consideration and love to all these activities, and to become part of the change, delivering and communicating this attitude, converting ordinary things into extraordinary achievements.

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Preserving the past for the future

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Abstract

"... and the tomes which for eras had dozed in their tombs, awake and amaze us, and those which were hidden in obscurity are bathed in the rays of an unusual light" (Philobiblon)

Paper

Latin America has a rich, varied and extremely valuable bibliographic and documental heritage. It is an expression of a common past where the cultural, political and social identity and diversity of our nations converges. A large part of the experience- both good and bad- and of the collective memory of the inhabitants of the region is found here: the long and painful centuries of domination by Spain and Portugal, the turbulent efforts to establish independent governments in the XIX century and the unrenounceable demand for more justice and a democratic life, which has characterized the XX century.

Latin American libraries are the memory of this collective culture -a culture frequently forgotten and ignored by the western world- and it is their duty to make known this inestimable bibliographic and documental heritage. This

should be done not only in the Ibero American community, but also in the globalized world, through projects involving international co-operation and the use of new information technologies. Only as a result of this knowledge and its dissemination will our society succeed in appropriating this valuable heritage, a source of identity of our people and an inspiration in confronting the challenges of a future full of uncertainties.

1. A common past:

Latin America's particular identity is based upon a past of historical and cultural affinities. The incalculable value of its bibliographic and documental heritage precisely rests in its presence as a testimony of this set of shared experiences. Within the plurality and richness of these cultural expressions, a preferential place is occupied by the written word, the book.

Throughout three centuries of colonization, Latin American countries experienced the integration of indigenous and Iberian cultures (and in some cases, a mix with African cultures as well). This mixture resulted in a cultural framework of unique singularity and vitality. Later, the fight for political and cultural independence made Latin Americans to be open to European influences - especially French - and to intellectual trends such as Enlightenment and Positivism. Throughout the current century, our nations have been involved in a process marked by both hope and frustration, many times in situations of intense conflict and tension, stimulated by a desire to create a more just, democratic and free society.

The history of the Latin American book is a good record of this passionate history where the keys and the basis of our identity can be found. And this is not a brief history.

The beginnings of the book in Latin America are found in the pre-Hispanic pictorial productions - the famous codices, which were notably developed in Mexico: beautiful and expressive records of the indigenous cultures and their vision of the world. These codices survived during most part of the Colonization, used by religious authorities as well by the political power. The attractive Mendocino Codice is an example of a codice used as a means of communication with the indigenous population.

The introduction of printing in the New World, and its development and expansion is a fascinating story; not only because printing was quickly consolidated and established in the precarious Latin American urban centres, despite the distances, but also because, in the midst of a continent largely unknown, and after only a brief series of decades, printing wove a collaborative network which produced a significant flow of printed works, many of them notable for their content and appearance.

The first printing press in Latin America was established in New Spain at the request of the first viceroy, Antonio de Mendoza and the first bishop, Fray Juan de Zumarraga. In 1539 the first American book was printed in Mexico city. The work was carried out by Juan Pablos, a representative of the principal printer in Seville, Juan Cromberger. Other printers followed, among them Antonio Ricardo, who printed ten books in Mexico and then moved to Peru in 1580 to establish the printing house of the Ciudad de los Reyes, today Lima. The Jesuits requested this printing house to satisfy the increasing demand for books in the city, especially from the University of San Marcos which already existed.

In the XVII century, a printer from the city of Puebla (Mexico), named José de Pineda Ibarra, founded the printing house in Guatemala in 1660. At the beginning of the XVIII century, in 1705, the Jesuits introduced the first printing press in Paraguay so that they could translate religious works into Guarani, one of the indigenous languages. Almost at the same time, in 1707, printing was established in Habana, Cuba, and in 1720 in Oaxaca, Mexico.

In this way, printing and books accompanied the Spanish through the three centuries of their domination, in all of their colonies, being used as much for evangelizing the natives as for supporting the administration. However, towards the end of the XVIII century and at the beginning of the XIX century, printing and the book began to play a much different role: as a tool of the learned elites and later, as a mean for the citizens masses to distribute their independence messages, an activity that broke out with singular intensity in the first decades of last century.

The book in Brazil has a separate history. When the Portuguese court moved to Brazil before the invasion of the Napoleonic troops, the royal printing house and the royal library, (later the National Library of Brazil) were also transferred to the New World.

In all of these cases, the bibliographic production of these centuries expressed the complexity of the society and the culture that gave it life. Many books reflect the cultural renaissance of the conquest of America by Spain and later the culture of Europe from the XVII and XVIII centuries. The majority of the books were of a religious character, promoted by the church, which on the one hand supported the educational institutions but on the other, rigorously censored the circulation of printed works that spoke against the Catholic organisation of the society. But the Latin American press also encompassed many other forms and disciplines. Among its production are found texts of grammar and vocabularies for indigenous languages, legal texts, medical and botanical books and literary and philosophical texts.

In general, cultural life in Latin America during the Colony was very active, especially in two countries, Mexico and Peru. Both countries had prestigious universities from early on, which required printing services for theses, and literary, musical, scientific and technical works, to meet the needs of the educated elite. (The Book in the Americas, p.3).

In the XVIII century, printing also served to bring information to a less erudite public with the start of the publication of gazettes and magazines, a phenomenon, which grew along with the independence movements in which periodicals played a very important role in supporting both the insurgent groups and the royalists.

During the XIX century, after the success of independence, the inherited culture of the Colony was ignored or rejected, which later had seriuos consequences in terns of the preservation of this cultural heritage, especially the bibliographical and documental patrimony.

Latin American countries, some more than others, have shared or suffered in the same way from the exodus and migration of their printed cultural property. It is enough to think of the numerous collections and other loose works that left the continent, legally or illegally, during the second half of the XIX century and the first decades of the XX century - works which can now be found in both public and private libraries in the United States and Europe. Alfonso Reyes said: "Why

tell of the shameful thifts that some of our national collections have suffered? Why tell of the disappearance and loss, of which we are all aware, of works that had been patiently and knowledgeably collected by Genaro García in Mexico or Oliveira de Lima in Brazil?" (Reyes, p. 13).

As an example, the pre-hispanic codices of Mexico are found in European libraries, the few leaves of *Manual de adultos*, the oldest printed work from America still in existence, is the in National Library of Spain. The two known copies of the first Peruvian printed work : "*La pragmática sobre los diez dias del año*", are found in the National Library of Spain and in the John Carter Brown Library of the University of Providence in the United States. In the Benson Library at the University of Texas in Austin there are more Mexican prints from the XVI century than in the National Library of Mexico. It is equally surprising that the original manuscript for one of the most emblematic texts of the emerging mixed culture of Latin America, the *Nueva Crónica y Buen Gobierno* by Felipe Guamán Poma de Ayala, was "found" in 1998 in the Royal Library of Copenhagen.

Paradoxically it was also in the second half of the XIX century, when the interest in the colonial bibliographic production of Hispanic America increased, that prestigious scholars throughout the continent dedicated their time and money to the study and rescue of this heritage. In Mexico, the work of Joaquín García Icazabalceta was well known, at the same time as the Chilean, José Toribio Medina was visiting various countries in Latin America and Europe to collect printed works from Latin America. In this way, and thanks to the visionary work of these bibliophiles, it is not surprising that the only complete collection so far identified of *El Despertador Americano*, first insurgent newspaper of Mexico, is actually kept in Santiago, Chile and not in Guadalajara, the city where it was printed.

In the XIX century printing presses continued to be established in all of the countries of the region and the publication of books, magazines and newspapers grew considerably. Official publications began and modern journalism multiplied the number of informative, political, literary, scientific and miscellaneous publications, many of these with iconography and engravings of high aesthetic value.

In the first half of the XX century, vigorous public and private publishing houses were established, disseminating new books and magazines as well as text books, posters, brochures, fly sheets and books and magazines for children. In some countries, like Mexico, the government editorial production began to have great importance. At the same time, university editorial houses began to appear and the first book fairs were organized. In Argentina and Mexico important editorial houses were established, some of which still exist today. A further increase in editorial production occurred, first in Argentina in the 1950's and later in Mexico in the 1970's, a country that has become the major editorial producer in Latin America, although in real terms, Brazil produces the largest number of printed books in the region.

Besides the increase in printed publications, other means of communicating and passing on knowledge have appeared, especially audio visual materials and films which are of growing importance. In recent years the region has started to incorporate new resources in terms of electronic and digital technology, a process which has been intensified in recent times.

2. A similar Present.

As it can be seen, the bibliographic and documental heritage of Latin America is vast, varied and of great richness. For this reason, the task of preserving and making it know, is enormous. This heritage is made up of manuscripts, books printed in Europe and America, newspapers, magazines, photographs, maps, scores, engravings, brochures, videos, CD's etc. It extends from the pre-hispanic Mexican codices and the first colonial printed works to the digital publications of recent years. This big reservoir of common cultural heritage is found in disperse locations: as much in the national libraries, who received bequests from the colonial libraries, as in the university libraries and the public libraries, big and small, as well as in private libraries, collections of bibliophiles and other unexpected places.

In all of these locations, this heritage is in constant and permanent formation. The writers of today will enrich the memory of the future. Cultural memory has a singular vitality, able to reconstruct and recreate the past in ever different ways, opening up new readings of the past and the present, offering unexpected perspectives and keys to understanding and re-formulating our identity. In the case of Latin America, the amplitude, diversity and richness of its bibliographic heritage makes the task of preserving and disseminating this patrimony one of the major challenges that we must confront without delay.

The balance of the state of our cultural heritage, specifically in the bibliographic and documental sphere, the overall picture is a long way from being satisfactory. In truth, we must begin with the basics: the heritage which is kept by our libraries has still not been recognized and valued in its importance, and neither given the priority required and necessary to preserve such collections, as difference to what is happening, now more than ever, in the developed countries. There is much left to be done. We must recognise that in our countries the preservation of this heritage has not enjoyed the level of importance which is accorded in other latitudes.

For example, the activities related to preservation have increased notably in the developed countries of Europe; consciousness of the importance and value of these patrimonial collections has grown, conservation departments have been established in libraries, training programmes to qualified staff have been implemented and publications about the subject, both printed and electronic, have increased dramatically. In addition, research work on the topic, the adoption of standards, cooperative programmes, and seminars and conferences have been increased in a sustained and intensive manner.(Lyall p.43)

In general, in Latin America, the panorama is much more adverse. Despite the fact that in the last few years promising initiatives have been developed, both nationally and regionally, the majority of our countries have not succeeded in formulating and consolidating national plans for preserving documents. Basically, this is for three reasons: first, the well known lack of resources that affects a great part of the region, secondly, the lack of professionals, knowledge and the experience needed to face the challenges posed by the preservation of bibliographic and documental heritage, and thirdly, the weak and erratic presence of cooperative projects and programmes, not only in each country but also between the region as a whole and other countries that have developed successful policies for the preservation of their bibliographic and documental heritage.

Also contributing to this situation is the fact that the notion of cultural heritage in Latin America was more associated with archaeological sites, architectural

monuments and museum collections, than with bibliographic and documental heritage.

Nevertheless, the cultural globalization which marks the end of this century, has encouraged Latin America to acquire a greater consciousness and sensibility with respect to bibliographic heritage.

Working in this area, the Association of National Libraries of Ibero America (ABINIA) has developed a series of projects directed towards saving the documental heritage of the region. These projects include the Catalogue of Heritage Collections of the National Libraries of Ibero America (Novum Registrum), the Digital Library of Latin America, a project to rescue the press of the region, the Collective Catalogue of Microfilms, and the Catalogue of Incunables, among others.

However, despite the importance and significance of this work, the majority of the projects and other initiatives that have taken place in the region have not had the necessary influence to translate themselves into permanent institutional and national policies, as much in the area of preservation and conservation of this heritage, as in the dissemination of the valuable heritage collections which are kept by our libraries.

The scenario is again more complex when one takes into account the changes that are currently taking place in terms of different ways of passing on knowledge, not only in Latin American libraries but also in the rest of the world. As well as the book and traditional prints on paper, libraries now have to confront the problems of preserving electronic publications, already a preferred format for a high percentage of reference works and scientific and technical periodicals which already are in a great number.

In synthesis, at a time of decisive cultural changes, Latin America is facing a huge challenge: to define and consolidate a coherent, consistent and sustainable policy with respect to one of its most valuable assets, its bibliographic and documental heritage.

3. A shared future.

The similarity of the cultural development in Latin America, with its attendant strengths and weaknesses, offers the possibility of devising a common and coherent strategy for preserving, recognising and making known its valuable bibliographic and documental heritage.

This strategy must uphold three basic working premises. First, take advantage of the strengths and experiences gained at both a national and regional level in Latin America in regard to the bibliographic heritage. Secondly, make these strengths and experiences available to others so that they can be extended, developed and made more dynamic by co-operative actions between institutions and countries in the region, as well as between the region and more developed countries. Thirdly, favour the leadership that the national libraries can and must provide in terms of encouraging and promoting cooperative action, within each country as well as regionally and inter-regionally.

Even though we know that in each country the development of library science and electronic mediums follows its own paths in response to cultural habits, and political situation and economic specific conditios, the national bibliographic

and documental heritage will best be served if libraries are open to co-operative programmes and projects with other institutions and countries. This will not only optimize professional and technological resources but will also advance the primary task, that of articulating a national and regional policy for their bibliographic heritage.

To a large extent this initiative must be led - although not exclusively and certainly not excluding others - by the national libraries. It is the national libraries that have normally been in a better position to organize cooperative programmes, professional exchanges and projects focussed on new technology for information management. Also, the national libraries have a much better capacity to draw together the necessary people and institutions to establish - in conjunction with the rest of the libraries of the country - national plans and policies for preservation, access and conservation of bibliographic and documental heritage.

The leadership of national libraries in forming cooperative networks of national and regional heritage collections is even more of a priority now that technology offers the possibility of efficiently accessing heritage collections by means of on-line collective catalogues. This technology also facilitate the exchange of cataloguing details and information as well as the use of digital documents.

Starting from the principle that it is impossible to preserve or protect that which is unknown, it is clear that a catalogue or inventory is necessary to register the bibliographic and documental heritage of an institution, a place or a country, thus acting as an indispensable tool in making this heritage known, valued and protected.

However, establishing institutional, local or national catalogues is neither an easy nor an individual task. For this it is necessary to think of co-operation, of bringing together diverse efforts. Cooperation is complex: collaboration with the different institutions that work in this field is not always straightforward. But there are examples of co-operative projects that confirm the will to create these instruments of knowledge and access so that all the participants can benefit.

In this context, national libraries can work to set up data bases which function as:

- national collective catalogues of bibliographic heritage
- source of reference for researchers and the society in general
- component for forming other catalogues
- standardization of registers in MARC format and the ISBD(A) standard
- access to digital documents.

New technology has enabled information to be transferred to mediums which are efficient and easy to access and consult allowing bibliographic heritage to stop being elitist and instead be placed at the disposition of all who are interested. This will be a determining factor in ensuring that this bibliographic and documental heritage occupies an important place in the society, operating as a dynamic force in the cultural creation in the Latin America of the present and the future.

With this focus, work on collective national catalogues of bibliographic heritage would lead towards their integration in an Ibero American data base of information about the bibliographic and documental heritage of the region.

Entering into the cooperative and electronic world requires the formation of

highly trained personnel in the handling of new technology and specialized materials to do with bibliographic heritage. This training must be ongoing as the technology is ever changing, along with techniques of conservation and restoration.

The book has united us throughout our history. Now, the new electronic products and information technologies will allow us to draw even closer to our valuable heritage, placing the bibliographic and documental patrimony of the region within the information society. Without this technology, the UNESCO project, Memory of the World, would not have been possible. Latin America is keen to fully participate in this project as its memory and past cannot be disassociated from the memory and past of all the human beings inhabiting this planet. For this reason we search for new and more efficient ways of recuperating, preserving and disseminating out bibliographic heritage.

Definitively, what we propose is to confront the challenges that time has presented us with, so that we can re-appropriate that which most belongs to us: our memory, our past and our identity, whose most fragile yet powerful ideas are to be found in the infinity of books and printed works kept in our libraries.

We pointed out at the beginning of this talk that the value and richness of the bibliographic heritage of Latin America is a reflection of the diversity and eminently pluralistic nature of the region. It is represented by a huge number of texts, added to over more than five centuries by men and women in the most varied conditions and positions, recording the creation, knowledge, experiences, dreams, happiness and pains of all the people of Latin America. The time has come to rescue this extensive body of forgotten texts so that they can stop being the frozen property of a certain elite and can at last become the possession of all the inhabitants of the region, without exception, so that each person can continue creating and giving meaning to this continent, that constitutes our home. Only when this happens will we be loyal to our inheritance and to those who have contributed throughout the centuries to the creation of such an invaluable heritage. As has been expressed in the beautiful and lucid phrases of Pablo Neruda:

> " Cada uno de mis versos quiso instalarse como un objeto palpable, cada uno de mis poemas pretendió ser un instrumento útil de trabajo, cada uno de mis cantos aspiró a servir en el espacio como signo de reunión donde se cruzaron los caminos, o como fragmento de piedra o de madero en que alguien, otros, los que vendrán, pudieran depositar los nuevos signos".
> "Each one of my lines wanted to install itself as a palpable object, each one of my poems purported to be a useful work tool, each one of my cantos tried to work in space as a meeting point where roads crossed, or as a fragment of rock or wood on which someone, others, those yet to come, would be able to leave new marks".

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Some Consortial Models for Acquiring Electronic Resources in Germany

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Abstract

Germany has a distinctively federated system of libraries which thusfar has not allowed a unified national policy on acquiring electronic resources. Each of the 16 Bundesländer has a different policy and is at a different stage in negotiations for licensing agreements with various companies. In addition, several research organizations have developed their own negotiations and some regional, multi-type libraries have joined together to form regional consortia for negotiation purposes. Several aspects of the licensing agreements have contributed to this dissonance in defining common goals among the participants.

In early 2000, a new working group of consortia has formed with representatives from the individual German regional consortia. This group is working towards more transparency between the groups and towards better defined licensing conditions. A small faction pleads for attempts to create a national framework contract such as has been achieved in the UK, but most participants see a national site license as a possible detriment for the actual licensing pricing and conditions.

The consortial models discussed in this paper are 1) state-determined regional consortia for libraries in higher educational institutions, 2) regional multi-type consortia, 3) institutional consortia, and 4) supraregional, multi-type institutional research library consortia. Some political implications, as well as the effects on the licensing contract negotiations, associated with these various types of consortia will be

treated. The importance of the advocacy role of the Information Communication Commission of the Joint Learned Societies, the German Research Foundation and the efforts of the Federal Ministry are also mentioned.

Paper

Introduction & Historical Overview of Acquisition of Electronic Resources in Germany

Germany has a distinctively federated system of libraries which thusfar has not allowed a unified national policy on acquiring electronic resources. Each of the 16 "Bundesländer" (German states) has a different policy and is at a different stage in negotiations for licensing agreements with various companies. To date, only 12 of the Länder have entered into consortial negotiations with vendors of electronic resources. In addition, several research organizations have developed their own negotiation policies and some regional, multi-type libraries have joined the corresponding regional consortium or have started discussions to form supraregional research library consortia for purposes of acquiring electronic resources. Several aspects of the licensing agreements have contributed to this dissonance in defining common goals among the participants.

As opposed to the developments in the realm of electronic journals in Great Britain where a more centralized higher education system facilitates certain structural innovation, Germany has a highly decentralized, federated system of higher education. Because this federated system placed decision-making power in the ministries at the state or "Länder" level, cooperation in terms of joint projects, contracts, services, etc., among libraries in Germany has been somewhat difficult. Only three of the 16 "Länder" or states have received central funding for acquisition of electronic resources to augment their previous budgets; others have had to struggle with the conflict of rising prices and dwindling budgets. This paper will discuss the four types of consortial models in Germany at this time, as well as some of the difficulties presented in the various consortial negotiations. The four consortial models[1] which will be dealt with here are:

1. regional consortia for libraries in higher educational institutions,
2. regional multi-type consortia,
3. institutional consortia, and
4. supraregional, multi-institutional research library consortia.

In addition, representatives of the majority of these consortia have met to discuss nation-wide policy decisions. Thus, some political implications, as well as the effects on the licensing contract negotiations, associated with these various types of consortia and the prospects of a national site license will be treated. Finally, the importance of the advocacy role of the Information and Communication Commission of the Joint Learned Societies, the German Research Foundation and the efforts of the Federal Ministry will be mentioned.

In Germany in the early nineties, a few innovative persons in libraries, learned societies and universities observed the impact of the Internet and electronic publications in the United States, Great Britain and Australia and immediately proceeded to introduce similar efforts into the still maturing technological infrastructure and rather "internally focussed" academic and research world. In 1995, leaders in four German learned societies[2] , began discussing ways in which the needs for electronic information in each of their disciplines could be met with greater

accessibility to networked electronic resources and a better infrastructure. Negotiations led to an agreement between the four societies to work together to further the information and technological infrastructure in Germany and this group, the Information and Communication (IuK) Commission of the German Learned Societies, received 3 years of funding from the Federal Ministry of Education, Research and Technology[3] to bring foreign experts to Germany, to sponsor various pre-print server projects, and to investigate the various developments springing up in the anglo-american-australian countries which could be useful for German institutions. In 1997, the IuK-Working Group on E-Journals was formed in response to the growing need for transparency between libraries, authors (represented by the learned societies), and users (represented by the universities, university libraries and learned societies) in negotiating new paradigms for electronic information and publications in comparision with the traditional one-time-only purchase price for books and journals. Although this mixed group of librarians and researchers has no leverage or decision-making power, it serves as an awareness-raising interest group, vocalizing some of the problems involved through international conferences (1998) and through individual events at German learned societies' and librarians' conferences. This group is also helping to stimulate and support other efforts starting in the individual states and regions.

During the same time period, several foresighted individuals influenced the formation of library consortia for the purchase and use of electronic journals. In 1995, F. W. Froben, a researcher responsible for the physics library at the Free University of Berlin, began talks with other physics libraries in Berlin and Brandenburg about the rising costs of journal subscription and joining forces to attain consortial agreements for electronic versions.

At the same time, the leaders of the Digital Library of North-Rhine -Westfalia, which is centered at the University of Bielefeld, began negotiating for a variety of electronic resources, including electronic journals, databases, and reference works, to build up a comprehensive digital library for a relatively small group of major university libraries within this state. This Digital Library of North Rhine-Westfalia was originally supported by the State Minister for Schools, Continuing Education, Science and Research with central funding for electronic journals and databases, but also with the purpose of establishing the Digital Library of North-Rhine-Westfalia as the document delivery center and general electronic information center for 8 of the major university libraries located in this state.

During this time, the learned societies were helping the individual disciplines in setting up a pre-print server network and a web-based software database, as well as link into international efforts such as NCSTRL and the Los Alamos Eprints Server in the United States. Together with Springer Press and other German publishers, the German Society of computer scientists built up the first electronic publishing testbed in Germany, the MEDOC project (http://medoc.informatik.tu-meunchen.de/) - although this was for monographs rather than electronic journals. Similarly, the WEBDOC project (http://www.pica.nl/) was begun in 1995 by the University Libraries in Göttingen to collect and catalog electronic articles, and in 1997 the University of Regensburg University Library started its "Electronic Journals Library" (EZB) (http://www.bibliothek.uni-regensberg.de/ezeit/ezb.phtml) and make them available to a limited, primarily constituent-based clientele. Today, it has expanded its membership beyond its regional bounds.Similarly, the Dahlemer Wissenschaftler Netz (DARWIN) at the Free University of Berlin has also constructed a digital library of electronic resources including e-journals, electronic dissertations, electronic information services, personalized electronic services, etc. (http://darwin.inf.fu-berlin.de/work/Main/).

1. Regional Consortia of Libraries in Higher Educational Institutions

The most representative in the category of library consortia for acquiring electronic resources are the university library consortia in various German states. Since there is no central or national office or commission to finance nationwide efforts concerning information provision to higher education and research, librarians in some states have various levels of organized consortial negotiations. In some states, the larger university libraries have forged ahead in negotiations for their own library or for the region, especially in the case where that library maintains the state union catalogs. In a few cases, the office of individual state minister of higher education initiated negotiations or in a rare case the central office of the regional union library catalog provided staff which carried out the necessary coordination of library needs and negotiation talks. In other states, the formation of library consortia was driven by the awareness that only group efforts can take issue against the rising journals' costs and effect some leverage in negotiating new pricing structures for electronic journals. Thus, a great deal of voluntary initiative of energetic, dedicated librarians has been involved.

North Rhine-Westphalia, one of the largest and most densely populated states of Germany, was the first state to negotiate for licensing agreements for all of its university and research libraries and their patrons. Already in 1997, additional funding from the state ministry of Education, Schools, Science and Research was obtained for negotiating the "full set" of electronic journals for eight North Rhine-Westphalian university libraries from Elsevier and Springer.[4] Part of the money was specifically earmarked for computer equipment to access electronic journals which was also part of the North Rhine-Westfalian Digital Library Project (IBIS). The contracts with Elsevier and Springer are still in effect, since neither contract allowed cancellation of the print subscriptions. [5] The complete set of electronic journals from Academic Press has been acquired. Because the North Rhine-Westphalian consortium provides electronic article delivery with the aid of the article catalog Jade and the JASON document delivery system, a set of various payment schemes has been integrated into the University of Bielefeld access system. This access system allows easy access to different publishers' electronic journal servers, as well as to and from databases, CD-ROM databases, and library catalogs including the article catalog, Jade.This policy for acquiring electronic resources and providing them to constituent members corresponds to the goals of the North Rhine-Westphalian program for a digital library. [6] Since the latter months of 1999, these electronic document delivery (including electronic files created by scanning printed articles, as well as electronic files from electronic subscriptions), can be used by registered library members outside of North Rhine-Westfalia, however, at a higher, but still reasonable price, than for consortial members within the state.

In Bavaria, negotiations on behalf of the university and research libraries in this State have been carried out by representatives of the Munich University Library and the Bavarian State Library for licensing agreements applicable for all Bavarian academic and research libraries. As yet, however, contracts have only been foreclosed with Academic Press as the spectrum of disciplines covered by the collection of journals Academic Press offers corresponds much more to the university needs than certain other publishers of electronic journals. Negotiations with Elsevier have been broken off as the Bavarian libraries felt that the business model proposed by Elsevier was not advantageous to libraries. Other contracts are being negotiated. Rolf Griebel and Richard Mai[7] note that if central funding is available, libraries will not be quite as cost conscious as when the costs of the electronic journals are distributed among the subscribers. In Bavaria, libraries pay for their choice of products in the consortium individually. Thus, they demand more value-added services and cannot accept high additional costs for the electronic version or the previous licensing policy of both Springer and Elsevier which was based on parallel acquisition of both print and electronic versions. In addition, many libraries refused to commit themselves to the publishers' stipulation not to cancel print subscriptions when electronic versions were available. [8] The subscriptions acquired by the university libraries in the State of

Bavaria can be seen on the Website of the University Library of the University of Regensburg, where a "traffic light" system to simultaneously determine the permitted access for the individual libraries within the Bavarian Consortium is in use (http://www.ub.uni-regensburg.de/ezb/. Within the state-negotiated licensing framework, each library makes its own decision to subscribe to the the electronic version of the journa. These titles then appear as green, (yellow if completely free, red if not accessible at that site.)

In Saxony, representatives of the State and University Library of Dresden have begun negotiations with several publishers of electronic journals, although no contractual agreements have been closed to date. In addition to the individual licensing negotiations being carried out, the southern Germany Länder of Bavaria, Saxony and Baden-Württemburg are discussing joint negotiations both with publishers of electronic journals and other content providers such as database hosts.

In 1999, the Hessian State Ministry for Science and Art reserved 2 Million DM for acquiring electronic scientific publications. Negotiations have concentrated primarily on database acquisition, but since under the new copyright law, electronic journals are considered databases, this has been expanded to include electronic journal negotiations. Thus, this central funding has been used to license access to database hosts, acquire certain CD-ROM databases, access SWET's online offerings (via GBV), acquire some daily newspapers in electronic form and the full set of Academic Press electronic journals. These resources are available to all institutions of higher education in Hesse. In addition, negotiations have been made for ACM publications, Nature, Science, 3 online journals with German mirror servers in Hesse, Beilstein, EBSCO journals, Karger medical journals, etc. In most cases,the contracts have been based on the number of subscriptions in Hesse in 1996 with the clause of no cancellation and an annual price increases of 5-13 % guaranteed over two years. In addition, physics journals offered by Springer have been negotiated for five of the universities in Hesse for the years 1999-2000.

2. Regional Multi-Type Library Consortia

The most impressive example of the regional, multi-type library consortia is the Berlin-Brandenburg regional Friedrich Althoff Consortium, which today has evolved into the fourth category of supraregional multi-type, multi-institutional library consortium. After Froben began his talks with Berlin physics libraries in 1997, it did not take long until the group was expanded to include university libraries, as well as smaller libraries in research institutions in the Berlin and Potsdam region. The unique aspect of this consortia was that a loosely structured, voluntary affiliation between the libraries with common goals resulted in the establishment of a contract-based consortia for acquiring electronic journals. Froben, who can be characterized as having first-hand knowledge of a researcher's needs, a businessman's persuasive skills, and (for a German) a very unconventional manner of negotiation, was joined by several other librarians from various sized libraries in hard negotiations with Elsevier, Springer, Academic and Kluwer press. This consortium, the Friedrich-Althoff[9] Consortium of Academic and Research Libraries, represents the first multi-type, multidisciplinary and multi-institutional library consortium in Germany.

This Consortium of academic and research libraries in Berlin and Brandenburg was founded in 1997. Prior to that it was known as the "Berlin-Brandenburg Library Consortium"[10] which had grown out of a discussion group of Berlin physics libraries ("Gesprächskreis Physikbibliothekare") initiated by Dr. F. W. Froben. With the lack of a strong state union catalog in Berlin, and the interests not only of university libraries, but also of several regional research centers in Berlin and Brandenburg, these libraries joined together to form the first legal consortium with a consortial contract between the

members for purposes of negotiating electronic journals (and later also databases and other services). By the end of 1997, the first pilot projects for this consortium were set up and costs distributed among the circa. 8 members[11] . Members of this Consortium agreed to a contract for the framework of the individual negotiations, but they are free to decide to participate in the individually negotiated contracts with various publishers. [12] Individual non-consortial members may also participate in the consortial license for certain journals, if the consortial members and publisher agree to this. Cost sharing is based on the number of journal subscriptions to be included and the costs according to the previous year's subscription volume of the consortial members. Consortium members can chose which publishers' journals they want to have in electronic form. They are not obligated to subscribe to any services, but when they do, they benefit from the broad spectrum of journal titles already in the repertoire of the participating libraries (cross access). The financial distribution of payment is partially carried out by subscription agents, for example, Lange & Springer, who was involved in some of the consortial agreements.

Interlibrary loan services are maintained by the Consortium: Individual member libraries obligate themselves to function as the region's interlibrary loan library for certain journal titles and thus agrees to maintain the print version and provide copies for all interlibrary loan requests. In some cases, storage on proxy servers is allowed and in one contract, a contingency of 15,000 articles from journals of that publisher which are not subscribed to by the members of the consortium are included at no additional charge. [13] The Friedrich Althoff Consortium has carried out negotiations with Elsevier, Springer, Blackwell Science, and Academic Press and are in negotiations with HighWire Press, Kluwer, subscription agents, database vendors and other content providers. Currently, approximately 1200 electronic journals are available in full text to the members of the Friedrich Althoff Consortium (FAK). As of July 2000, the FAK office has been established with a full-time negotiator and part-time secretarial staff. An executive board consists of the Chairperson, Vice-Chairperson, and Secretary-Treasurer. The cost distribution is based on the volume of holdings for any one publisher's titles in a base year (usually 1998), plus an additional contribution to support the secretariat and administrative duties based on the size of the library and its acquisition budget. An archival model consists of a fully electronic E-Journals collection with one print subscription of each title to be maintained (binding, interlibrary loan, etc.) by one of the participating consortial partners. This library commits itself to making any necessary copies for interlibrary loan requests, to binding the journal and making it available within the library. Archiving electronic resources will be based on binding and maintenance of the print collection (climate control, rebinding after a certain point of use, etc.). In addition to the electronic subscription which would be available to all participating consortial members, the community costs cover one print subscription which is then maintained and used for external interlibrary loan for the consortial partners. A model such as that of the Friedrich Althoff Consortia requires a distribution of payment model and also staff in each participating library for interlibrary loan requests, albeit a much reduced level of interlibrary loan requests.

Although originally a consortia evolving out of a union of libraries using the PICA library system, 25 university libraries and libraries in research institutions in 7 German Länder[14] have joined together to form a consortium for acquiring electronic resources within the Cooperative Library Union ("Gemeinsamer Bibliotheksverbund (GBV)") [15] to start negotiations for electronic journals with Springer in 1998. The negotiations have been made by the director of the State and University Library of the University of Bremen, the libraries representative in the Lower Saxony Ministry of Science and Culture, the director of the Lower Saxony State and University Library in Göttingen, and most recently also the director of the University Library and Technical Information Library in Hannover. A pilot installation for full use of all Springer electronic journals in 1999 has been continued with a followup contract using a different algorithm for

payment distribution for different user groups and based on the percentage of print journals at a particular site related to the percentage of titles and entire volume of subscriptions. The initial pilot installation was based on a fixed sum which was paid for by an additional amount of central funding from the GBV. Continued funding, however, has been negotiated with contributions from the participating university libraries. All registered faculty and students of these instutions have complete access to the licensed texts. Commercial users of the library consortium were not allowed access during the pilot installation. Interlibrary loan using the electronic version of an article was not allowed. In the followup contract, commercial users will have to pay a fixed fee ("pay per view") per document through the Techical Information Library in Hannover. Additional negotiations are being conducted with Elsevier, Academic Press and Swets. As of September 2000, Kluwer electronic journals will be licensed within context of a North German supraregional contract (described below). In addition, the "Cooperative Library Union (GBV)" represents Germany in the International Coalition of Library Corsortia (ICOLC) The 2nd European ICOLC Conference will be hosted by the Friedrich-Althoff Consortium in Berlin from December 1-3, 2000.

Like the initial efforts to consolidate subscriptions within North Rhine-Westphalia, representatives of university, polytechnic, teachers' college libraries and the two State libraries[16] in Baden-Württemberg were some of the earliest in Germany to start negotiations with publishers of electronic journals. However, there has been no additional funding for acquiring electronic journals and for the most part, these libraries have been unable and unwilling to pay additional prices for the electronic and the print version of the same journal, as required by many publishers. Furthermore, all "package" deals or "complete sets" of all journals of a single publisher were rejected, as were the requirements that multiple copies within the participating libraries could not be cancelled. Hence, no licensing contracts for electronic journals have been closed for this Land alone. The original central funding of 1,9 million DM over four years have thus been used to obtain consortial agreements for 14 databases with some of the cost increases being absorbed by the consortial partners. In addition, the libraries in this State are looking to cooperative efforts with the learned societies to obtain economical conditions for access to subject-specific journals. Thus, for instance, a contract for the chemical journals of the American Chemical Society (ACS) has been taken advantage of by several libraries in Baden-Württemberg. By virtue of attaining state licensing agreements which allow the choice of individual participation, "sub-consortia" have been formed with 3-8 member libraries participating in the individual contracts. Such "sub-consortia" ("Unterkonsortien") have been formed for individual databases, access to multiple database hosts, aggregator offerings and subject specific offerings (i.e., EconLit, Geobase, the database offerings of FIZ-Technik, SwetsNet, etc.). Participation in each "sub-consortium" is financed solely by the institution, but with the benefit of the state-wide licensing agreement. Further negotiations are currently being made with other database offerings and publishers of electronic resources such as Blackwell Science, PsychInfo, SciFinder, etc. Responsibility for the negotiations are distributed among the consortial partners so that the State Ministry goals[17] of cooperative efforts to obtain optimal access and economic pricing for all partners involved and based on individual choice of the participating institutions rather than full obligation are being attained. In addition, the individual licensing agreements have different conditions of access and payment structure. The licenses are only negotiated for one year and in all cases, usage statistics are being studied to determine which institutions may want to cancel the subscription due to insufficient use to justify the price. Thus, contracts are constantly being reviewed and in essence, reduced.

Baden-Württemberg is also cooperating with the State of Bavaria for certain multi-state licensing agreements for databases, products of aggregators and publishers of electronic journals. These licensing agreements again allow individual choice for the

individual institutions and some institutions of higher education in Saxony are also participating.

Although it is one of the smallest German Länder, the Saarland negotiated pilot installations of the Springer electronic journals for the duration of one year during 1999/2000 for all academic libraries in the Saarland. In the Rhineland-Palatinate, 19 university libraries, polytechnic libraries, and libraries of other research institutions have a pilot installation of 190 Springer electronic journals in 2000. Both contracts are similar and have the added advantage that in each Land, electronic journals which would usually only be available in the other Land will be available in both Länder to participating institutions. The pilot phase includes using the LINK information system for electronic journals from Springer.

3. Institutional Library Consortia

The Max Planck Society is dedicated to basic research in all disciplines and has 81 Institute libraries. In some cases, libraries of individual Max Planck Institutes have joined the respective regional consortia for licensing of electronic journals where they are located. Such membership in a regional consortium has certain advantages, such as access to basic titles, titles of other disciplines not otherwise subscribed to. Other advantages, such as reduction of overlap or duplicate subscriptions which are cost-saving, are only available when libraries with similar collection emphases join together. Hence, as of 1995, central negotiations for certain bibliographic databases on CD-Rom were negotiated for the Max Planck Society, even if not all Max Plank Institutes would use them. By 1997, this included the booksellers' databases, Web of Science and Current Contents and the Ovid databases. In 1998, negotiations for electronic journals began, first on the initiative of individual librarians and researchers in physics and biomedical institutes, then later through the Max Planck Society Headquarters. An extensive study on the use and acceptance of electronic journals was carried out in 1999 on the basis of the full sets at that time of scholarly electronic journals offered by Elsevier, Springer, Academic Press and Science. [18] The results showed a distinct difference among the three content divisions within the Max Planck Society (natural sciences and mathematics, biomedical and social sciences and humanities), both in levels of use, aspects of acceptance, number of titles with electronic versions available, and in general acceptance of electronic information resources. However, the survey also showed the high level of acceptance of Ovid databases, Web of Science, etc., among the researchers. In the Max Planck Society (MPG), where a great deal of interdisciplinary research is done, a broad spectrum of journal titles attained via the cross access possibilities has cost-saving advantages for the researchers who have direct access instead of needing to order articles from non-subscribed journals. In the case of the Helmholtz Association, there is a high level of overlap of titles, since many of these institutions focus on physics and computer sciences. As with the the Max Planck Society, certain Helmholtz institutes have joined regional consortia (Friedrich Althoff Consortium, NRW Electronic Resources Consortium). However, greater efforts are being made to unite the efforts to substitute access to electronic resources instead of multiple subscriptions to journals and databases.

Similarly, the libraries and information provision services in the Fraunhofer Society (FHG) have begun central negotiations for electronic resources, but are also considering joining the two above research societies for the purpose of aquiring licenses for access to electronic resources. The

[18] See Diann Rusch-Feja, Uta Siebeky: The Use and Acceptance of Electronic Journals. Results of an Electronic Survey of Max Planck Society Researchers including Usage Statistics from Elsevier, Springer and Academic Press. D-Lib Magazine 5 (4)

(October 1999)
http://www.dlib.org/dlib/october99/rusch-feja/10rusch-feja-/fullreport.html

Fraunhofer Society (http://www.fhg.org) consists of 14 applied research institutions, almost all with libraries and information research facilities, many of which work under the cost recovery structures of the ISO 9000 regulations. As with many of the MPG and Helmholtz libraries, the FHG also has a number of one-person or 2-2 1/2 person libraries where staff work time just does not allow individual negotiation procedures for all necessary electronic resources. A major advantage for these libraries is that most often in this group of consortia, a small number of librarians or headquarters staff have conducted and gained experience in negotating contracts for acquiring electronic resources and know the terminology, the conditions of use and the contractual possibilities. This basic knowledge for acquiring eletronic resources cannot be unterestimated, as the expertise here builds with each new negotiation.

4. Supraregional, Multi-Institutional Research Library Consortia

Library consortia of "same type" libraries - libraries with similar areas of collection emphases - have begun to form with the purpose of negotiating adequate licensing agreements for electronic journals for their special clientele. In Germany, these are primarily consortia of libraries in federal-state funded research institutions. For instance, the Helmholtz Association encompasses 16 research institutions in the areas of physics, energy, biotechnology, medicine, and computer science, whose libraries have begun talks to consolidate efforts in acquiring electronic resources. The Leibniz Group consists of approximately 20 libraries belonging to federally-funded research and service institutions, of which some have indicated interests in joining the Helmholtz and other research institutions in negotiations for electronic resources. Many have indicated their interest in cooperative efforts in negotiating for electronic resources.

Furthermore, libraries at these major research institutions in Germany have also expressed interest in joining with the the consortium of the Max Planck Society libraries and the libraries of theFraunhofer Society to negotiate conditions for obtaining licensing for electronic resources. So far, an agreement on one single negotiation process for this group of research institutions has not been reached, but initial meetings to discuss the possibility of such a consortium to join efforts and have cross access to resources have begun. The German Research Foundation is also following the initiatives of these libraries closely, as will be seen in the next section.

Other "multi-type" library consortia are just entering their initial phases. For instance, the State and Central Library of Berlin, which consists of the unification of former West Berlin's largest public library, the Amerika-Gedenk-Bibliothek and former East Berlin's largest public scientific research library, the Berliner Stadtbibliothek, has joined the Friedrich-Althoff Consortium for select subscriptions, and is considering expanding its participation. Libraries in other regions, such as the University of Bremen Library, have also joined the FAK for certain publishers' products.

In addition, at the time of presenting this paper (August 2000), a new development for all the States in Northern Germany including North Rhine Westphalia, the Cooperative Library Union Partners, the Friedrich-Althoff Consortium and the University of Bremen has culminated in obtaining a multi-state, multi-type cooperative licensing agreement for Kluwer journals and Blackwell Science beginning September 2000 for one year. Since the States of Bavaria and Baden-Württemberg (assuming also the State of Saxony) have also negotiated a similar contract with Blackwell Science from August 1, 2000 for 18 months, this development is moving closer to gaining nation-wide consensus and possibly a new form of negotiations in the future.

5. The Problems with Consortial Negotiations

Negotiations with publishers and vendors to acquire electronic resources - whether bibliographic databases, electronic journals, full or partial texts of monographs, chapters, etc. - seem to each pose different use restrictions, allowances such as remote access and cancellation prohibitions. Interlibrary loan using electronic or print copies, as well as services for commercial users of libraries, most often pose difficult problems in the licensing negotiations, since document delivery outside of the participating consortial members is often prohibited. Start-up libraries without physical resources also present difficulties as there are no "subscription" bases from which to calculate the full price. Pricing strategies almost always depend on the current or previous year's subscription volume and some require contracts binding the consortium to a three or four-year contract with built-in price increases. Contracts which do not allow cancellation of the print version after an electronic version has been approved, are often refused by the university libraries. Similarly, financial commitment for multiple year subscriptions proved to be extremely difficult for German institutions as the administrative regulations for federally and state-funded institutions often do not allow commitment of funds over a period longer than the current financial year. Yet another financial problem lies in the perceived supply of funding (on the part of the vendor or publisher) which is assumed for libraries of illustrious research institutions. Thus, the negotiations between publishers and vendors usually evoke a bottom-level offer by the vendor or publisher of electronic resources which is sometimes up to three times higher than the offer with the same content and conditions of use for a public institution.

Conditions of use (such as prohibition of using electronic journals for extra-consortial interlibrary loan, distribution of electronic texts for teaching purposes to students or colleagues not legally part of the consortial institution, i.e., "walk-ins"), pose legalmatters of interpretation which influence both price and the perception of the library's liability for misuse. Contracts which define the librarians' legal obligation in the case of termination of contract as being responsible for deleting all downloaded electronic information on all networked computers of participating institutions, may place liability on the librarian in such a way that the burden of this obligation is impossible to monitor, much less truly fulfill.

6. The Working Group of German Library Consortia (AG Konsortien)

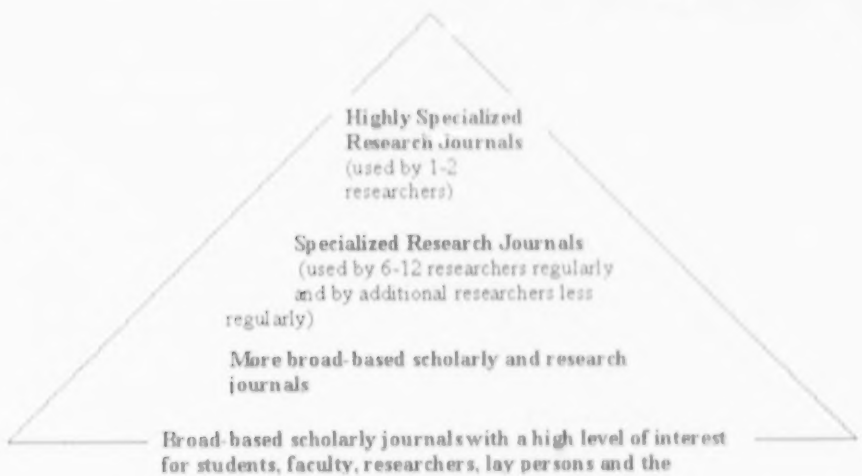
Since most negotiations were conducted under strict confidentiality concerning prices, bargaining conditions, conditions of use, manipulation or archiving of data, etc., there was no transparency and no chance for library and consortial representatives to "compare" prices and determine if the conditions of use were fair or if they were simply at the mercy of the dealers. In many cases, the publishers of electronic journals, as well as database vendors, offered completely different contracts, prices, and conditions of use to representatives from different states, different research institutions, and different consortia. This created quite a bit of dissatisfaction among librarians and protest. To counteract this problem, Ms. Rath-Beckmann (University Library of Bremen) and Dr. Froben (Berlin) called a meeting in May 1998 of the negotiators from all German states. In early 2000, the Bavarian State Library and the University Library of Munich invited representatives of the various regional / state (Länder) consortia and persons responsible for negotiations for electronic resources to participate in talks to consolidate efforts, exchange information, and achieve greater transparency in the negotiation of electronic resources. Although primilarly library-oriented, the interests of the faculty, researchers and scientists (representated by the IuK Commission of the Learned Societies), were also voiced. This group protested the varying conditions of use among the German universities in terms of accessibility to individual titles or to complete sets of certain scientific publishers throughout the university and research

community, and, of course, the specific conditions of use (downloading, pay per view, pay per print, unlimited downloading for consortial members, etc.).

This meeting marked the beginning of the AG Konsortia (Working Group of Consortia) as a voluntary, self-initiated, and self-administered interest group with a charter, a set of goals, and an attempt to provide community support within German university libraries, libraries in research and service institutions. Prior to 2000, not even the names of the persons doing negotiations for acquiring electronic resources in the individual states were known to one another. At this meeting, information on the nature of negotiations, prices and conditions of use were exchanged and greater openness on the stipulations of various contracts was achieved. Since then, meetings of this group are being held every 3-4 months at this time to facilitate greater information flow and more openness of the information and pricing policies of the individual publishers, database vendors, etc. A mailing list has been established, as well as a website which can facilitate near-to-immediate contact with the other negotiators to check contract requirements, etc. Representatives from Switzerland, Austria and the Netherlands have also been invited to participate in these meetings and by providing information on consortial agreements within their countries.

Representatives of the DGF (German Research Foundation) were present from the beginning of this initiative. At the very first meeting, it was pointed out by the representative of the DFG, and amplified by representatives from both the libraries of the consortia of research institutions and from certain regional consortia, that the DFG-sponsored funding of foreign journals in context of the Special Subject Areas distributed to major university libraries[19] would form a financial basis for national provision of electronic journals if national site licensing negotiations could be achieved. Of course, the individual state administrations (which support the universities) would have to agree to this and also contribute to the costs for a national site license as the DFG funding would not be sufficient. Such a model would provide the framework for a national site license much the same as NESLI negotiates, at least for scholarly journals on an electronic basis. The following "Pyramid of Distributed Use" depicts the distribution of scholarly and educational journals[20] for which nation-wide consortial agreements with individual institutional participation according to title and institutional subject specialty could help justify costs and reduce mulitiple copies while at the same time assuring the necessary information provision.

Pyramid of Distributed Use of Scholarly Publications


Highly Specialized Research Journals (used by 1-2 researchers)
Specialized Research Journals (used by 6-12 researchers regularly and by additional researchers less regularly)
More broad-based scholarly and research journals
Broad-based scholarly journals with a high level of interest for students, faculty, researchers, lay persons and the

The two lower levels represent the major users of scholarly journals and also represent

a distribution of users across most of the German universities. The third level would cover those requests usually dealt with by the one special subject area library (SSG) via interlibrary loan, as would the fourth level, which is even more restricted and represent the 2-5 "orchid" or "hybrid" journals of any given field which are only able to be purchased by high level research institutes usually outside of the university system. To achieve full coverage provision of scholarly literature, the various consortia of research institutions could contribute the amount of present (or a good precentage thereof) subscription costs. Whereas little cross-institutional cooperation in the form of subscription or licensing consortia in Germany has been achieved, except in the Berlin-Brandenburg library consortia, this would achieve a minimum of return for all institutions involved.

Factors inhibiting such an arrangement are at two levels: The ostensible reservation on the part of libraries is that a national site license will be less advantageous than individually negotiated prices, conditions of use, and essentially include costs for titles or databases which are not primary to the individual instituitonal needs. This last point, however, has been well refuted in the experiences of institutions participating in the NESLI arrangements. Reservations on the move covert level include fears associated with loss of personnel due to such an arrangement. The DFG special subject libraries had always maintained staff for the extra tasks of higher check-in, supplying copies of articles via interlibrary loan on a regular basis, preparation for binding and inventory administration. Should such an arrangement be agreed upon, some of these duties, especially those related to interlibrary loan, would disappear. The negotiating basis for "exchanging" cross-country, cross-institutional access via licensing conditions for the traditional arrangement of one subscription at a SSG library which in turn had the obligation to provide paper copies sent to any user throughout the interlibrary loan system, however, also depends on the conditions of use concerning distribution of electronic files of articles as well as paper printouts. Most licensing agreements do not allow exchange of electronic files or distribution of the file or the printed out article in any form to a partner library not included in the licensing agreement. Thus, a national site license would have to be adjusted to allow for high level use of those titles found most frequently in the lower levels of the above pyramid and low-level use of those titles found in the upper levels of the pyramid. A further restriction for many German libraries to even consider a national site license are the the unsolved issues of who will take responsibility for completely archiving the journal and what prices will older articles then have. Theoretically, if the SSG library were still to continue a paper-based subscription to cover archival needs and fill interlibrary loan requests, the problem of archiving, as well as that of extremely high licensing fees to allow for all eventualities of interlibrary loan among the national grid of partners in Germany, the present, well-structured system could be continued, but with higher costs (i.e., the additional costs for electronic access). Thus, the added advantage of electronic access for all participants of a possible national site license would be backed up with the archiving function of the SSG library, but allow more currency, immediate access to an article to the users of all participants directly and thus contribute to better service. Whether or not the actual pricing and usage conditions would be advantageous over the present system would depend on the negotiating talents of the librarians or consortial agents and the willingness of the vendors to seek a mutual "winwin" solution. Because of the traditional placement and positioning of the book market and scholarly journal publishers on the German (and European) market, and because of the federated system of non-coordinated, independent state funding of institutions of higher education and political independence of national research agencies, the realization of a national site license may take a long time.

7. The Advocacy Role of the Federal Ministries, the German Research Foundation and the Learned Societies

The E-Journals Working Group of the IuK Commission of the Learned Societies also opened the forum for greater open discussion on the pros and cons of electronic journals, as well as on the advantages and disadvantages of the various business models arising with the various negotiations. Since this group drew together scientists, librarians and even had as guests at their events (workshops , conferences, meetings) representatives of the scholarly publishing concerns, new issues were confronted. This spurned awareness among all three groups: Users became aware of the libraries' budgetary problems; librarians became more aware of the lack of resistance to electronic journals on the part of the researchers but also of their resistance to take chances of their articles not being accepted in a reknowned peer-reviewed journal if they crossed out the clause of exclusive distribution rights belonging to the journal, etc., in their contract; publishers became more aware of their slow loss of control within the monoplistic market of scientific publishing, as well as the pressure to offer more informational value for the electronic journal and cut down on overhead, paper-publishing costs to maintain clientele.

The German Research Foundation (DFG) interest in cooperative licensing agreements has already been depicted. In addtion, the DFG has been promoting research into the use and subject community development of electronic journals. In 1998, the DFG began a three-year, three-site investigation[21] into various aspects of acceptance of electronic journals by faculty, students and staff in various disciplines. The Federal Ministry of Education and Research (BMBF) has been examining the use of electronic subject information in higher education, and several project proposals for electronic journal projects (new workflow processes from author to publication, business models, archival models, etc.) were submitted in the Global-Info (German Digital Library Initiative) program[22] during the first project application phase in 1999. However, only one project dealing in part with electronic journals was funded under the Global-Info program for the years 1999-2000. The results of these research projects and overview of integration of electronic subject information in higher education, as well as the advances in cooperation between the regional, state-based and institutionally-based consortia, demonstrate the rapid changes in this area, but also the significance of cooperation among the negotiating institutions. This cooperation, the need for transparency in basic negotiations, and perhaps new definitions of the players' roles in the negotiation process (authors, publishers, vendors, libraries, etc.), along with new understanding of the delicately dynamic balance of these roles, will be of utmost importance in furthering effective licensing agreements and satisfactory working conditions for researchers when they are dependent on electronic information resources.

8. Special Interest Groups involving Publishers

In contrast to the initiatives of the learned societies' working group on electronic journals, the German Serials Interest Group (GeSIG) represents primarily publishers, subscription agents and librarians who are interested in achieving enhanced understanding of the sometimes conflicting marketing and purchasing / licensing issues concerning periodicals in general and especially in the field of electronic journals. Initial discussions for forming this group were held at the Frankfurt Book Fair in 1998, with a founding meeting in Regensburg on February 4, 1999, as a satellite event in connection with the above-mentioned Regensburg Workshop. A board of officers was elected, including Hartmut Walravens of the ISSN Office in the State Library of the Prussian Cultural Properties, Anne Bein of Swets, and Dr. Stephan of the University Library in Stuttgart. A web-site has been established[23] and meetings have been held at successive German Librarians' Conferences.

9. Conclusion

The consortia formation in Germany and research projects on the use and acceptance of electronic resources in German universities and research institutions followed a parallel path. At the same time, the dynamic, but delicate balance between the producers of scholarly articles, editors of scientific journals, publishers, whether commercial or not-for-profit -learned societies, the libraries as disseminators, and the students, researchers, faculty, learned societiesas users or consumers has been undergoing shifting dimensions of strength at the various levels. Publishers, libraries, researchers and learned societies have been intensely involved. But precisely this has enabled the building up of consortia and some of their success - at least in Germany. The success of such negotiations relies heavily on the presence of the openness, fairness, and an optimal "win-win" balance between the partners. In initial negotiations, fears, lack of transparency and often unjustified pricing policies prohibited reasonable negotiation positions. The above-mentioned attempts from the Learned Societies, the GeSIG, the publishers, the librarians and the authors to reinstate professional respect for the delicate balance between the interests of the groups involved has led to testing and pilot installations. The cooperation between the librarians has further achieved a stronger standpoint for the librarians' end of the negotiations. Furthermore, the advocacy role of the authors and researchers themselves, partially voiced through the scientific societies, through publications documenting the statistical analysis of use and acceptance have strengthened the negotiation position of libraries and consortia, and have helped to redefine the exact needs of the individual partners. Still needed is the publishers' willingness to respond with large-scale supraregional (or national) licensing conditions which can be subscribed to under favorable conditions for each partner in a consortia according to its own individual information needs. Thus publishers and content providers must be willing to scale down costs and offer innovative scientific research support tools and integrate new developments to achieve similar results of licensing and consortial success in other countries.

Irina Sens (GBV) has suggested considering nation-wide consortia of "same-type" libraries or libraries with similar collections to subscribe to electronic journals in specific subject areas. [24] A variation of this would be if the German Research Foundation (DFG) in its continued support of the distributed special subject area collections would consider supporting national site licenses for scholarly electronic journals, since this is essentially the same principle which covered collection development and nationwide access to these journals in print version. Such a program should not be completely financially supported by the DFG, but rather coordinated and co-paid for by the Länder ministries and in cooperation with the major research societies (Helmholtz, Max Planck, etc.). Obviously, administrative costs would be reduced, access would be guaranteed to every researcher and student regardless of his place of employment or study, and financial as well as personnel resources would be set free to be allocated to other aspects of improving information provision and services in libraries.

In conclusion, just as in other countries, librarians, researchers, and publishers will need new models for licensing and pricing policy. Perhaps a national site license is indeed possible despite the political structure in Germany. Greater cooperation between publishers and libraries would be to the advantage of all members of the scholarly community. Ideally, greater involvement of researchers, faculty and students would heighten the awareness of the licensing problems connected with electronic journals and bring greater understanding or even play an active advocacy role in negotiations. Archiving policies and procedures are still unresolved and must be organized in a satisfactory manner. The provision of standardized metadata at the article level may bring publishers, database producers, indexing services, and libraries into even greater competition with each other. Furthermore, the development of innovative electronic journals at the university or research institution may provide a substitute to existing difficulties or even have a balancing effect on the marketing strategies of publishers of electronic journals. Finally, perhaps more cooperative

production efforts between learned societies and university presses, computer centers, and libraries could relieve some of the budgetary pressures.

Changing paradigms can be observed not only in library work with the subsequent shift of information provision sources from print medium to electronic, but also in the procedures connected with scholarly publication and scientific research methods. Furthermore, there are also changing paradigms in building adequate business models for information provision. These factors, together and individually, may necessitate closer cooperation among the stakeholders and unified structures in order to achieve and maintain the quality of service and efficiency being demanded of libraries by their user communities.

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map

FOOTNOTES

[1] It should be noted that technically speaking only one real, legal consortium exists in Germany (the Friedrich Althoff Consortium which has a legal contractual basis). However, the group efforts whether initiated and or led by the governments or by the libraries themselves will be referred to as "consortia" here because of the nature of their group efforts and the collective representation in the licensing

negotiations and contracts with database providers, publishers, and aggregators.

[2]The German Mathematical Society (DMV), the German Society of Physicists (DPG), the Society of Computer Scientists (GI), and the Society of German Chemists (GDCh), see http://www.iuk-initiative.org.

[3] During the 1980's, the Ministry of Research and Technology, today the Ministry of Education, Science, Research and Technology, supported various programs for subject information centers and development of bibliographic databases, primarily in the areas of mathematics, physics, chemistry, etc. Further programs in support of the subject information services were supported financially in the early 90's especially for expansion and integration of the former GDR states.

[4] See also "Springer-LINK in NRW: Eine Chronologie". ProLibris 4 (1998), 245-246.

[5]Licensing contracts are now not accepted if cancellation of print subscriptions is not possible. See Werner Reinhardt: [Summary] Workshop: Elektronische Zeitschriften in wissenschaftlichen Bibliotheken. http://www.bibliothek.uni-regensburg.de/iuk/nrw.html

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[7]See Rolf Griebel and Richard Mai: "Konsortialvertrag mit Academic Press". Bibliotheksforum Bayern 27 (1) (1999), 17-32.

[8] See Griebel and Mai (note 7)

[9]The Consortium name honors Friedrich Althoff, a department chairman in the Prussian Cultural Ministry in Berlin, mainly famous for his plans for libraries while in the Prussian ministry.

[10]This should not be confused with the Cooperative Berlin-Brandenburg Library Consortium (KOBV) which since late 1997 has had the task of developing an interface and common library catalog basis to integrate the library catalogs of Berlin and Brandenburg.

[11]Library of the Free University of Berlin, Humboldt University Library, Library of the Federal Institute for Materials Research, Library of the Fritz-Haber-Institute, Library of the Max Planck Institute for Human Development, Potsdam University Library, University Library of the Technical University of Berlin, WIAS, and the Central Environmental Library of WISTA.

[12]Consortial agreements in Germany usually regulate general conditions for the member libraries and only for these. Other libraries within the region or state may only participate under agreement with the publisher and the university or other "parent" institution as libraries are not the legal signing partner, but usually the institution itself (i.e., the university, research institute, etc.). Special conditions may be individually negotiated by the individual libraries which then require individual contracts, signed again by the legal representative of the "parent" institution.

[13]See F. W. Froben: Das Friedrich-Althoff-Konsortium. Workshop: Elektronische Zeitschriften an wissenschaftlichen Bibliotheken, 4-5 February 1999. http://www.bibliothek.uni-regensburg.de/iuk/berl.html and http://www.physik.fu-berlin.de/~froben

[14]The participating Länder include Lower Saxony, Hamburg, Bremen, Mecklenburg-Western Pommerania, Schleswig-Holstein, Thüringen and Saxony-Anhalt.

[15]The GBV includes a larger number of libraries (255) than those participating in the consortium for negotiations for electronic journals.

[16]These are the State Library of Baden in Baden-Baden and the State Library of Württemberg in Stuttgart.

[17]See Bärbel Schubel: "Erfahrungen beim zentralen Einkauf von Datensammlungen in Baden-Württemberg." ekz-konzepte, 8. Hrsg. ekz-bibliotheksservice, Reutlingen, pp. 117-121.

[19]After the Second World War during the reconstruction phase, a plan by the German Research Foundation allowed supplementary funding of certain university libraries willing to take on national-wide interlibrary loan and information provision responsiblities for certain subject areas which were distributed among approximately 20 university libraries usually also compatible with educational areas of emphases in these universities. These university libraries have received additional funding from the German Research Foundation (DFG) since that time for the acquisition of foreign periodicals in the individually assigned subject fields. This program is called the Special Subject Area (SSG) Program.

[20]A similar graphic depiction of the use of E-print servers would be an inverted pyramid of this type.

[21]See http://www.dfg.de/foerder/biblio/heidelberg/epub.html

[22]See http://www.global-info.de

[23]See http://gesig.ub.uni-konstanz.de/

[24]Sens (op cit.).

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Digital libraries on the Internet

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Abstract

The Internet and the Web have been growing in leaps over the past few years, accelerating the problem of information explosion, a well-known phenomenon to all of us. Indeed, search engines (SEs) that have popped up everywhere enable us to access the cyberspace, but they flood us with vast amounts of irrelevant information. Nonetheless, considering the vast amount of information, the Web is considered by many to be the world's ultimate virtual library - but is this solution the right one?

Paper

In any case, the Web and the SEs do not substitute the classical, loved libraries. Looking backwards, libraries can be classified into 3 types:

1. Analog/Paper Library (PL) - the classical paper library with its card catalog.
2. Automated/Hybrid Library (AL) - an analog library with a computerized

catalog.

3. Digital Library (DL) - a computerized library in which most of the information is digital.

The problems of our regular libraries are well known and need not be detailed here. On the other hand, it is less clear to us what a digital library is and what are its various characteristics.

First, we classify the digital libraries into three categories:

1. Single Digital Library (SDL) - the regular classical library implemented in a fully computerized fashion.

2. Federated Digital Library (FDL) - this is a federation of several independent libraries, centered on a common theme, on the network.

3. Harvested Digital Library (HDL) - this is a virtual library providing summarized access to related material scattered over the network.

Consequently, we compare the various types of libraries and focus on a comprehensive comparison between HDLs and SEs on the Web. To demonstrate, we show exemplary digital libraries. In particular, we mention the Katsir HDL, based on the Harvest system, which is currently being developed in Bar-Ilan University.

1 Introduction

The Internet and the Web have been growing in leaps and bounds over the past few years, accelerating the problem of information explosion, a well-known phenomena to all of us. According to Nature [1], the publicly indexable Web contains an estimated 800 million pages as of February 1999. Indeed, the growing amount of Search Engines (SEs) that have popped up everywhere, reaching more than 2400 different SEs, enable us to access the cyberspace, but they also flood us with vast amounts of irrelevant information. Search engine coverage, relative to the estimated size of the publicly indexable Web, has recently decreased substantially, with no engine indexing more than about 16% of the estimated size of the publicly indexable Web [1].

The article is structured as follows. This section presents the resource repository hierarchy, defines the notion of a library and the development from paper to digital libraries. The following section classifies digital libraries, compares between the different types and introduces the logical harvesting model. We conclude with a discussion.

1.1 Resource Repositories Hierarchy

Both SEs and Digital Libraries (DLs) are Internet Resource Discovery (IRD) Tools. We introduce a resource repositories hierarchy with two major paradigms: search engines and digital libraries, where each branches to categories. SEs can be classified into three categories: Basic-SE, Directory, and Meta-SE. All the categories support search user interfaces, but with significant differences in their construction method:

1. Basic-SE/Index - a tool that uses an automatic robot/crawler to gather metadata on items.

2. Directory/Catalog/Guide - a tool that uses human judgement to collect and catalog items.

3. Meta-SE - a tool that holds no database of its own, but rather queries Basic-SEs upon a user request.

A detailed discussion about digital libraries, including DL categories, will be presented in section 2.

1.2 What is a library

Before we delve into digital libraries, we define the notion of a library in general and of a digital library specifically. We define a library as having six major characteristics:

1. Collection of data objects - A library holds a collection of data objects, also called holdings, items, resources, or just material. The items can be: books and journals, documents (e.g., HTML pages), and multimedia objects (such as pictures or images, tapes or video files, etc.). The library objects can be available locally in the library, or indirectly, by using a network to access them.

2. Collection of metadata structures - A library contains a collection of metadata structures, such as catalogs, guides, dictionaries, thesauri, indices, summaries, annotations, glossaries, etc.

3. Collection of services - A library provides a collection of services, such as: various access methods (search, browse, etc.) for different users, management of the library, logging/statistics and Performance Measurement Evaluation (PME) and Selective Dissemination of Information (SDI) or as called Push mode.

4. Domain focus - A library has a domain focus and its collection has a purpose. For example: art, science, or literature. Also, it is usually created to serve a community of users, and therefore is finely grained. For example: academic, public, special, school, national, or state library.

5. Quality control - A library uses quality control in the sense that all its material is verified and consistent with the profile, or stereotype, of the library. The material is filtered before it is included in the library, and also its metadata is usually enriched (e.g., annotated), etc.

6. Preservation - Libraries and archives have served as the central institutional focus for preservation, and both types of institutions include preservation as one of their core functions. The purpose of preservation [2] is to ensure protection of information of enduring value for access by present and future generations. Preservation includes regular allocation of resources for persistence, preventive measures to arrest deterioration of materials, and remedial measures to restore the usability of selected materials.

1.3 From Paper to Digital Libraries

In any case, the Web and the SEs do not substitute the classical, loved libraries. Looking backwards, libraries can be classified into 3 types [3]:

1. Paper/Analog Library (PL) - the classical paper library with its card catalog.

2. Automated/Hybrid Library (AL) - a paper library with a computerized catalog.

3. Digital Library (DL) - a computerized library in which most of the information is digital.

No one questions or disputes the long and lasting contribution of existing classical libraries [4]. The concept of the paper library and the various services it provides are well established. The idea is that DLs should provide all these and more [5] [6]. We use the term 'integrated services' in DLs to allude to that. These integrated services will add services that are made possible by use of the digital medium such as: varied search techniques resulting in focused results, faster provision of relevant resources, and access also to multimedia resources.

The problems of our regular libraries are well known and need not be detailed here. On the other hand, it is less clear to us what a digital library is and how it works - this is the subject of this paper.

2 Digital Libraries

2.1 Classifying DLs

We classify the digital libraries into three categories: Stand-alone Digital Library (SDL), Federated Digital Library (FDL), and Harvested Digital Library (HDL). We now detail:

1) Stand-alone Digital Library (SDL)

This is the regular classical library implemented in a fully computerized fashion. SDL is simply a library in which the holdings are digital (scanned or digitized). The SDL is self-contained - the material is localized and centralized. In fact, it is a computerized instance of the classical library with the benefits of computerization. Examples of SDLs are the Library of Congress [7], and the Israeli K12 Portal Snunit [7].

2) Federated Digital Library (FDL)

This is a federation of several independent SDLs in the network, organized around a common theme, and coupled together on the network. A FDL composes several autonomous SDLs that form a networked library with a transparent user interface. The different SDLs are heterogeneous and are connected via communication networks. The major challenge in the construction and maintenance of a FDL is interoperability (since the different repositories use different metadata formats and standards). Examples of FDLs are the NCSTRL [9] and NDLTD [10].

3) Harvested Digital Library (HDL)

This is a virtual library providing summarized access to related material scattered over the network. A HDL holds only metadata with pointers to the holdings that are "one click away" in Cyberspace. The material held in the

libraries is harvested (converted into summaries) according to the definition of an Information Specialist (IS). However, a HDL has regular DL characteristics, it is finely grained and subject focused. It has rich library services, and has high quality control preserved by the IS, who is also responsible for annotating the objects in the library. Examples of HDLs are the IPL [11] and WWW Virtual Library [12].

2.2 Comparison

To emphasize the different aspects of this DL categorization, let us get into the various DL types. In SDL and FDL, the items are electronically purchased or fully digitized/scanned. These items are stored in the local repository (in SDL), or in separate SDL repositories accessed using a network protocol (in FDL). Each SDL holds a huge repository containing both the items and some metadata structures to enable efficient retrieval. This material is updated every now and then, in a process similar to the one in classical library. It is important to note that composing a FDL out of SDLs requires interoperability capabilities, and the use of a common protocol.

In contrast to the SDL and FDL, the HDL's items are gathered from the network. These items are scattered on many servers, and accessed via direct retrieval using standard protocols such as HTTP, FTP, etc. The HDL holds only metadata on the items, and therefore its repository is small and compact. Because the items that belong to the HDL can be updated any time by their authors, their summaries have to be dynamically refreshed in the HDL using computerized procedures that are triggered automatically or initiated explicitly by the IS. An interesting point is that the profile of a HDL can be changed by the IS to enhance the library contents.

2.3 Harvesting Model for HDLs

We will now describe our developed logical model for constructing HDLs [13]. The model includes processes, data repositories and auxiliary repositories. The initiating IS invokes the Harvester with the DL harvesting request. The Harvester generates the initial DL profile and passes this as the harvesting query to the Locator component. The Locator uses various network search techniques to enrich the initial collection of URLs to be harvested. The next component to be invoked is the Gatherer. It uses each top-level URL, in a recursive manner, to gather all referenced resources from the network providers, and passes them to the Filtering component.

The Filtering component is responsible for blocking the non-relevant documents from reaching the focused DL. It uses various levels of filtering that all remaining documents have to pass to be considered relevant. A first level, for example, can use 'regular expressions' to match query keywords with the URL string tokens. A second level can use statistical techniques on the document itself, based on keyword counts and frequencies. A third level might use a Categorizer to classify the document and check if it belongs to the gathered DL categories. More levels or any geared combination of levels can ensure a cleaner DL devoid of 'noises'. All relevant documents are passed now to the Summarizer. It extracts a summary of the document, and passes a stream of summaries to the Broker. The Broker indexes the summaries and organizes the DL. The IS builds for the DL a relevant topics-tree, possibly using advanced IR tools for categorization and clustering. The Retriever provides the DL user with a user-friendly interface.

2.4 Implementation of Harvest/Katsir System

To demonstrate HDLs, we mention the Katsir HDL [13], based on the Harvest system [14], an initial/partial implementation of the harvesting model for HDL [15]. Katsir is currently being developed in Bar-Ilan University (BIU) as cooperation between the Mathematics and Computer Science department and the department of Information Studies.

3 Discussion

Considering the vast amount of information, the Web is considered by many to be the world's ultimate virtual digital library - but is this solution the right one?

We already confronted SEs with DLs to realize the differences between them. We can compare the different categories of SEs with the different categories of DLs. Basic-SE is similar to all DLs in the basic user interface, IR tools, and network access. Furthermore, Basic-SE is similar to HDL since they both hold metadata repositories rather than full items. A directory is even closer to a DL than a Basic-SE, since it is humanly compiled and therefore has quality control. But lets not forget it does not have domain focus and DL integrated services. Meta-SE is somewhat similar to FDL in the sense that both generate on-the-fly queries to other SEs/DLs to answer user queries. We elaborate more on the differences between SEs and DLs in the next section.

3.1 Search Engines vs. Digital Libraries

The SE paradigm and the DL one are really located at the extremes of a spectrum of data repositories and types of search. There are two sides to each of these coins: the data repository construction side and the user information search side. We will now discuss and contrast these aspects.

As regards to the construction of SEs, this is a complex undertaking. It is clearly a long-term effort that is (eventually) supported by commercial companies. The SE aims to build a quantitative global repository that represents as much information available on the Internet as possible or at least a large amount of it. The SE maintains various data structures, to represent its repository, like indices, directories, and catalogs. It also provides an elaborate user interface for search purposes. The SE continuously employs various types of robots to search out and index pages on the Internet and to dynamically update its provided repository.

Let's look now at the user side of SEs. Assume that a user needs some information on a certain topic. So he summons on a whim of a second his favorite SE to search for any relevant information. The SE is invoked with an ad-hoc query composed of a supposedly appropriate combination of keywords. The SE will certainly return a lot of information (with low precision and recall), which is bound to overload the user. He will then have to tediously sift through it all and manually filter the supplied references. The relevant information found will then be immediately used or temporarily kept in a cache for a short-term period of use.

Consider now the process of harvesting (i.e., constructing) a DL. A user, say an Information Specialist (IS), realizes a well-thought out need to build a qualitative data repository on an important focused topic. He decides to invest by harvesting and maintaining a long-term DL, described by a set of specific categories. So he interacts with an IS interface to carefully define his DL

harvesting request. The DL is then harvested and made available to its users. It supports transparent user access methods using various data structures to enable efficient keywords search, touring a DL via a topics tree, and DB/SQL oriented views of the DL contents. The contents of the DL are continuously kept current and the DL can be annotated and enhanced with additional relevant material.

Let's check now on the use of DLs. A serious user will tend to often need information on a topic included in his areas of interest. There is a good chance then that he already has access to a relevant DL, previously harvested. So he invokes the high-level DL interface and chooses an appropriate way to search this DL. The DL will return a reasonable amount of information (with high precision and recall) that the user can readily digest. The returned results will be made available at three levels of detail: first, a high-level summary (metadata) [16 17]; then, if requested, an additional abstract; and finally, if relevant, the referenced resource itself will be fetched and presented. Not much sifting will be necessary in any case. The relevant information can be further annotated by the user and later rediscovered whenever needed.

So, to summarize, SEs necessitate a huge organizational effort, provide the user with too much noisy information, but are useful for a one-time shot for quickly needed information. DLs, on the other hand, require a modest support effort, provide the user with focused information, but have to be made available beforehand while excelling in quality and ease of use. It is important to note that these two paradigms are neither conflicting nor exclusive, but are complementary in nature.

4 Conclusion

Digital libraries and search engines on the Internet are similar in many ways yet differ in others. The direction they are all going seems somewhat alike, yet, more research should be carried out to determine the real trends. Further research can also probe into the versatile types of SEs and DLs and their generations. More exploration into additional aspects, like multimedia, composition of libraries, and DL profiles should take place to promote these issues for the benefit of the millions of users surfing the net.

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Libraries and Literacy: A Preliminary Survey of the Literature

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Background

A search of two major English language databases, Library Literature (U.S.) and LISA (Library and Information Science Abstracts, U.K.) for the dates, 1990-2000, was undertaken for the latest reports pertaining to literacy including: major surveys, evaluation studies, manuals on libraries and literacy, plus recent major national or regional literacy movements that involved libraries. The search could only be characterized as cursory, mainly English-language based, and selective for materials available from a local research library or from interlibrary loans. Though an attempt was made to secure materials on literacy and libraries in other countries, mainly documents from the International Federation of Library Associations (IFLA) and the the United Nations Educational, Scientific, and Cultural Organization (UNESCO) were located. Published reports from the U.S., the U.K, and Canada dominated this literature. Several documents were found only on the world-wide web through web home pages of literacy agencies or governmental organizations.

Though no attempt was made to define literacy for this search, almost all the publications included some type of definition. Historically, in the U.S., literacy has been defined in terms of years of schooling which has constantly increased, from three or more years of schooling in 1930 to having completed eighth grade in 1960. By 1992, the definition used in the U.S. National Adult literacy Survey included: "...using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." An increasingly sophisticated and differentiated scale of literacy skills have been

identified in several major studies. In these recent studies, adult literacy was broken down into three scales including; prose literacy, document literacy, and quantitative literacy; these scales have a 500 point basis which allows five major breakdowns of levels of literacy (Adult Literacy, 1993; Literacy, Economy and Society, 1995). Types of literacy have been expanded to include family literacy (or intergenerational literacy), and information literacy - often including computer literacy (much of which was not considered relevant to the current search). Literacy among specific groups of people has sometimes been the focus, such as that of the language minority community (Constantino, 1997, IFLA, 1999), the blind (Leach, 1992), the poor (Ventruelle, 1998), the labor force (Sum, 1999) and families (Thomas and Fisher, 1996). However, most of the studies and reports focus on the adult illiterate which usually includes those 15 or 16 years of age and older. Some interesting trends in the 1990s has been the movement toward family literacy and special consideration of women in literacy programs in recognition of gender inequity in literacy rates. Another trend in literacy activities has been an increased focus on the learners' needs and preferences through establishment of New Reader (learners) Advisory Groups, inclusion of learners on Literacy Advisory Groups and in local and regional forums on literacy activities, providing a voice for the learners themselves especially in community-based programs.

Several centers of literacy have been established, such as the National Literacy Secretariat of Canada and the Literacy Resource Centre in Ottawa, Canada, the National Literacy Institute (U.S.), the International Literacy Institute at the University of Pennsylvania in the U.S. sponsored by UNESCO; and the National Center for Family Literacy in Louisville, Kentucky (U.S.); and many web sites of these centers and other literacy -related organizations were found. (See list of web site with Bibliography). Several manuals and workbooks which describe library literacy programs have been written. Though before 1990, there had not been many country-wide surveys of literacy in general, nor much attention to evaluation and research studies relating to literacy, that has begun to change as will be noted later in this paper.

Several books discuss the role of libraries in literacy including Salter (1991) and Weibel (1992) in the U.S., and Scheel (1989) in Canada. There are several manuals for developing literacy programs in libraries such as Quezada's guide for small and medium-sized libraries (American Library Association, 1996) and the Literacy Tool kit: A Resource for Libraries (Regina Public Library and the Saskatchewan Library Association, 1996). National efforts at establishing policy for literacy programs and libraries are found in Quigley, developed for the Canadian Library Association (1995) as a result of a summit on libraries and literacy.

Most of the journal articles centered on national or local literacy and reading initiatives, and campaigns such as the U.K.'s National Year of Reading (Attenborough, 1998, 1999) and their Reading Is Fundamental project, with a focus on access to books for school children. Many efforts in the U.S. have focused on youth, reading, and book access including: Reading Is Fundamental, and a series of family literacy projects such as Born to Read, a program for babies and their parents; the Bell-Atlantic/ALA Family Literacy projects starting in 1989, and California's Families for Literacy program begun in 1988 (Monsour, 1993). More on some of these projects will be found in a later section, and much more can be found in the items in the attached bibliography. Articles on literacy covered many parts of the world: most of the English-speaking countries, France, and several developing countries such as India, Malaysia, Peru, islands in the South Pacific, and several African countries and regions. Most of that information is not reviewed in this paper.

A Brief History of Literacy

According to Kaestle (1991), "very little evidence is available about the extent of literacy before 1850 except that provided by people's ability to sign such documents as marriage registers, army rolls, and wills. " In Europe, the literacy rise between 1850-1900 was rapid, for both men and women due to national consolidation, state intervention, and wider male suffrage along with expanding capitalism and establishment of school systems. In the U.S., literacy rates in colonial British America were quite high, and America's rise to nearly universal white literacy was earlier than Europe's. By 1850, the rudimentary literacy rates of white men and women, self-reported to the U.S. Census, were nearly equal. In 1979, only .6 percent of all persons fourteen years of age and older reported that they were illiterate, but this equaled nearly one million people (Kaestle). As early as 1930, the term, functional literacy gained popularity, usually defined as the ability to read at the fourth or fifth grade level. As the definitions of literacy have changed, there have been few studies of literacy on a national level until the 1992/93 Adult Literacy Survey in the U.S.

Bramley (1991) commented that during the 1960s it became very apparent that, in both Britain and the U.S., there were adults in society with severe literacy problems. What followed were the literacy campaigns of the 1970s and the 1980s. The adult education movement and the term adult basic education (ABE) has tried to focus on the academic skills needed to function in society (reading, writing, spelling and handwriting, and basic numeracy). Later, the concepts of social and life skills (coping or survival skills) became part of ABE. Educational opportunities centered around these concepts. Bramley presents the role of public libraries in Britain and the U.S. in both the early literacy and the later adult basic education programmes. He believes that these literacy campaigns sparked the incentive for the emergence of public library services to ABE students and also to the educationally disadvantaged. Literacy needs and services through public libraries are presented not only for ABE programs but for those with special educational needs including racial and ethnic groups (African Americans in both the U.S. and Britain, the Hispanic communities in the U.S., Asian communities in Britain, and groups with physical disabilities).

In the 1970s the U.S. Office of Education commissioned the Adult Performance Level study, to establish what was meant by functional literacy, including relating levels of academic competence to economic achievement. Three levels were established with only one level being established as less than functionally literate. Until the 1960s it was assumed that the introduction of compulsory, full-time education had led to the elimination of illiteracy. Suddenly it was recognized that this was not true, first in the U.S., and then later in Britain. This led to several waves of literacy campaigns and advocacy. Also in 1973, the Russell Report in Britain concerned itself with adult education and adult literacy. In May 1974, the British Association of Settlement and Social Action Centres (BAS) published a document, A Right to Read: Action for a Literate Britain after two million adults were identified with literacy problems. A series of TV programs were introduced by the BBC for adults with reading problems. An Adult Literacy Resource agency was established in 1975, to allocate funds to local bodies for literacy purposes. Later the Adult Literacy Unit was established with Education and Science. Britain has in the 1990s established a National Curriculum, trying to ensure all would have a "good basic education."

In the U.S. a similar pattern can be found but occurring a bit earlier. Evidence of a large number of illiterates was found due to the large number of non-English speaking immigrants in the 19th and 20th centuries; and later,

during the two world wars, an alarming number of registrants in the armed forces were found to be lacking literacy skills. As part of the literacy movement in the U.S., voluntary organizations continue to make a substantial contribution to teaching literacy skills, especially Lauback Literacy International (LLI) and the Literacy Volunteers of America (LVA). Lauback, a one-on-one teaching method for adults, began in the 1930s in the Philippines (though established as a formal organization by Frank C. Lauback in Syracuse (NY) in 1968; while LVA began in Syracuse (NY) in 1962 through the Church Women United. The role of federal and regional governments in each country is very important in literacy efforts. Early on in the U.S,, efforts were tied to employment issues such as with the Economic Opportunity Act in 1964. In 1966 the Adult Basic Education Act (ABE) was approved as part of the Elementary and Secondary Education Act, and the establishment of a National Advisory Committee on ABE. In 1969, the Right to Read Campaign was started; and in1974, the National Reading Improvement Program.The general population was startled and perhaps stimulated to action by the stark picture of illiteracy in the U.S. presented by the well-known writer and educator, Jonathan Kozol, in 1985 by his book, Illiterate America. Consequently, Congress authorized the Department of Education in 1988 to address the need for information on the extent of adult literacy. Finally through many efforts, the National Adult Literacy Survey (NALS) was designed and conducted in 1992 (Adult Literacy, 1993).

The 1990s have seen a major response by the U.S. government concerning the literacy problem. For example, at the 1989 National Governors' Association, one of the six national education goals listed was the following:

> By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Congress passed the National Literacy Act of 1991, "to enhance the literacy and basic skills of adults, to ensure that all adults in the U.S. acquire the basic skills necessary to function effectively and achieve the greatest possible opportunity in their work and in their lives, and to strengthen and coordinate adult literacy programs." In 1993, a report from the U.S. Office of Technology Assessment described the current patchwork of programs that provide adult literacy education, suggesting that even the governmental programs had led to greater fragmentation of efforts. This report analyzed the ways technology (computer software, interactive video, and multimedia) can expedite in an efficient way literacy training. Though the authors felt the technology had great potential, they found only about 15% of programs utilizing such technology. Some advantages of the use of technology included:

- reaching learners outside of the institutional setting both in recruiting and retaining learners through sustaining motivation
- using learning time efficiently through improved curriculum and individualizing instruction
- meeting staff development challenges
- enhancing assessment and evaluation
- streamlining administration and management
- augmenting funding and coordination

Though libraries are listed in the report as one of nine providers of literacy, only one example of a specific library literacy program was noted. The report strongly recommends more funding to encourage public and private partnerships to bring technology to literacy training.

The book trade has been closely associated with campaigns for national literacy, including an intensive effort with the Coalition for Literacy which was mainly an informational and marketing campaign to expedite literacy training. The Coalition was administered by the American Library Association. Private foundation monies have been and continue to be important. Workforce literacy needs have brought the business community into the various efforts and coalitions.

Major National and International Studies of Adult Literacy

A study of literacy was conducted in the U.S. in 1992, the National Adult Literacy Survey (NALS), sponsored by the National Center for Educational Statistics in the U.S. Department of Education (Adult Literacy in America, 1993; also see Kirsch in Smith, 1998). This was a very major study in terms of methodology and population studied. Trained staff interviewed nearly 13,600 individuals aged 16 and older during the first eight months of 1992. All had been randomly selected to represent the adult population. Another 1000 adults were surveyed in each of 12 states to look at state-level results comparable to the national data. Also, 1100 inmates from prisons were interviewed to ascertain information on the literacy of the prison population. Over 26,000 individuals were surveyed. This study developed the methodology later used in the international literacy survey; with the three scales (prose, document, quantitative) used to define levels of literacy.

The study made connections between literacy skills and social, educational and economic variables. For example, "where one is in the literacy distribution is strongly associated with the likelihood of living in or near poverty" (Kirsch). It was found that there was a relationship between literacy and employment status: individuals with more limited literacy skills are less likely to be employed, less likely to work full-time, less likely to be professionals, managers, and technicians but more likely to be "laborer, assembler, or involved in fishing and farming," or in "craft, or service jobs."

In general, a clearer view of why so many U.S. adults demonstrated limited English literacy skills was presented including the following profile of those with lower literacy skills:

- 25% who performed at the lowest level were immigrants
- nearly 2/3rds of those at the lowest level did not complete high school
- 1/3 of those at the lowest level were over the age of 65
- 19% had some visual difficulty
- 12% had some type of health condition that kept them from participating fully in daily activities.

African-American and Hispanic adults were disproportionately represented in the lowest two levels of the NALS. Yet, perhaps the most interesting results included these:

- ½ of American adults performed at the two lowest levels of literacy proficiency
- 21-23% (40 to 44 million of the 191 million adults) were at the lowest of five levels of literacy.
- 25-28% (50 million people) were in the next higher level of literacy.
- educational attainment was associated with literacy proficiency

Many of the definitions and levels of literacy in this study were used as the

basis for a series of international literacy surveys. Internationally, a series of studies of adult literacy in countries of the Organisation for Economic Co-operation and Development (OECD) were conducted between 1994 and 1999. The first International Adult Literacy Survey (IALS) was published by the OECD and Statistics Canada (Literacy, Economy and Society, 1995). The survey included interviews and tests of representative samples of adults aged 16 to 65 in the following countries: Canada, Germany, the Netherlands, Poland, Sweden, Switzerland, and the United States. For the first time, the literacy and numeracy of adults in different countries can be profiled and compared. The survey provided pertinent information on the economic performance and strength of each country, and the information needed to improve literacy. The survey used large samples of adults (ranging from 1500 to 8000 per country) in Europe and North America during 1994 in a uniform test of their literacy skills using the same methodology and scales of the National U.S. Adult Literacy Survey. The IALS also followed the procedures of the 1989 study by Statistics Canada, another national assessment of adult literacy, which was the first study to assess literacy in a valid and reliable way across language and culture (English and French).

Building on these two major studies of the U.S. and Canada, the Educational Testing Service on behalf of the U.S. Department of Education and Statistics Canada joined with the OECD, the UNESCO Institute for Education in Hamburg, and the Commission of the European Communities to encourage national governments to participate in the study. The Canadian results were published also separately in Reading the Future: A Portrait of Literacy in Canada (1996). Warren Clark has issued a report comparing three of the countries: Canada, the United States, and Germany (Clark, web report).

The first IALS study included data from the seven countries listed above. A second study included data collected from the following countries: Australia, New Zealand, Great Britain, Ireland and Flemish Belgium and the report presents comparative data from all twelve countries (Literacy Skills for the Knowledge Society, 1997). A third study included an additional eight countries: Chile, the Czech Republic, Denmark, Finland, Hungary, Norway, Portugal, and Slovenia (Literacy in the Information Age, June 2000). There are now 20 countries in this international database with comparative data on literacy levels. According to a press release on the world-wide web regarding the final report (newly released, not available to the writer), the following conclusions were noted:

- The higher a nation's literacy skills, the more likely its population will work in better quality jobs, earn more and have healthier habits and lifestyles.
- There is a measurable, net return to literacy skills.
- Literacy proficiency has a substantial impact on earnings when other aspects of human capital, specifically educational attainment and experience, are taken into account. The higher a nation's literacy skills, the higher its economic output measured in gross domestic product per capita. For example, Canada ranked among the top countries on both gross domestic product per capita and prose literacy.
- No nation did so well in literacy attainment that it could be said to have no literacy problems. (Statistics Canada website: http://www.statcan.ca/Daily/English/000613b.htm)

Additional information on countries can be found in the UNESCO work on illiteracy gleaned from national reports done for Education for All Year 2000 (EFA), which provides data on 167 country reports. The UNESCO Institute for

Statistics prepared the report based on these country and regional reports enhanced by the Institute's global estimates and trends (Education for All 2000 Assessment, 2000). Two groups of persons have been used in the study: young adults (aged 15-24 years of age) and adults (aged 15 years and over). Because countries collected data in different ways (household surveys, school surveys, population censuses), resulting in differences in samples and frequency/recency of data collection, the report suggests caution in interpreting reported literacy rates, especially the very high literacy rates. Some of the findings and projections include the following:

- Four out of every five adults (aged 15 years and over) in the world are literate.
- Literacy rates have risen over the past thirty years, to approximately 79 percent in 1998.
- There were still some 880 million illiterate adults in the world in 1998 and:
  - two-thirds of them were women
  - more than 98 percent live in less developed regions
  - includes one in seven young adults.
- The adult literacy rate is the lowest in sub-Saharan Africa and South and West Asia (median rates of 57 and 58 percent respectively).
- Latin America, the Caribbean, the Arab States and North Africa have intermediate rates of 88 percent and 80 percent.
- The highest adult literacy rates are in East Asia and the Pacific (94 percent), and in Central Asia and Central and Eastern Europe (98 percent).

The report also points out the considerable inter-country disparities within each region. Significantly, for the majority of reporting countries, substantial progress was made in raising adult literacy rates over the decade, for example, a reported 21 percentage points in Bangladesh. Yet in some regions adult literacy rates dropped as in Honduras (from 27 percent in 1990 to 21 percent in 1998). Gender disparities in literacy only improved slightly over the decade though where the literacy rates are the highest, disparities are the lowest. Gender disparities remain high in South and West Asia, in the Arab States and North Africa, and in sub-Saharan Africa. It is important to point out that the statistical report not only included findings on young adult and adult literacy levels (and gender disparities) but also examined several core indicators that assess education overall but which are obviously related to literacy over the long-term such as enrollment in early childhood programs, educational levels completed plus expenditures and trained personnel related to the educational systems. This assessment effort is a follow-up on the UNESCO 1990 World Conference on Education held in Thailand in 1990, entitled Education for All (EFA) which set a global agenda for education and literacy with several goals including the reduction of adult illiteracy. This global agenda was part of the World Declaration on Education for All adopted at the Conference which was also part of the International Literacy Year of 1990.

For Asia and the Pacific, the task was assigned to the Asia-Pacific Programme of Education for All (APPEAL). Progress has been made in the Asia and Pacific area according to a UNESCO assessment of the region; from a literacy rate in 1960 of almost 40% to close to 69%, with the projected raise to 77% by 2000. Whether this has been met has not been ascertained. Yet, southern Asia has a rising number of illiterates in terms of absolute numbers even though the percentage has declined. Countries included in these studies included: Bangladesh, China, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Philippines, Thailand, Vietnam as part of the Asia-Pacific Programme of Education for All. (See website for Asia Pacific Library Database.) According

to a UNESCO Education News in Brief (UNESCO web site), a recent survey carried out in India, Nepal, Philippines and Thailand reveals their [adult education programmes] positive impact on personal development, women's empowerment and the economy. A UNESCO -E-9 initiative which began in 1993 included nine of the world's most populous countries (Bangladesh, China, Indonesia, India, Pakistan, Brazil, Egypt, Mexico, and Nigeria) and involved planning and management of literacy campaigns and efforts. A UNESCO News in Brief item (UNESCO web site) outlined some findings of "What Works in Asia in Literacy Campaigns" including:

- the need to involve the future learners and sensitize them to the usefulness of literacy
- that literacy classes be community-based and designed to improve daily lives
- NGOs have the know-how in mobilizing the community
- the need for attractive, relevant, and accessible literacy and post-literacy materials
- the need for libraries and resource centres
- sustained commitment and perseverance even as governments change

Role of International Agencies

Several international agencies have been vitally involved in advocating for life-long learning and the acceptance that literacy is a human right. According to Rogers and McChesney in 1984, UNESCO "has played a key role in the promotion of books and libraries... (their) book development program ... Starting out primarily as a promotional program to emphasize the importance of books and reading, it has since laid even greater emphasis on action designed to provide technical advice, equipment, and materials, and professional training, and has above all stressed the need to develop national book policies."(p. 270).

The International Book Year stimulated activities in the world community for book promotion and UNESCO with a plan of action called Books for All. In 1980, UNESCO convened a World Congress on Books in London, with the theme, Towards a Reading Society, for the purpose of assessing progress in book promotion since the International Book Year,

UNESCO declared 1990 the International Literacy Year to continue public awareness of illiteracy and to encourage cooperation among countries in combatting illiteracy. In 1993, UNESCO published "Guidelines for Public Libraries Promoting Literacy," a project contracted through IFLA and its Section of Public Libraries. In 1994, UNESCO, in cooperation with the University of Pennsylvania's Graduate School of Education, established an International Literacy Institute in the U.S. for the purpose of providing leadership in research, development, and training in the broad field of literacy at the international level, with an emphasis on developing countries. They have published a CD-ROM and web site which provides an overview of literacy issues and practices, statistics, and innovative projects. (See list of websites.)

The International Federation of Library Associations (IFLA) has had several workshops and preconferences on illiteracy: including work by the Section of Public Libraries in 1989 and 1990. Other sections have had workshops such as the combined efforts of the Sections of Children's Libraries, the Blind, Multicultural, and Public Libraries during the India IFLA Conference in 1992. IFLA continues to have an important role in connecting libraries with literacy. In 1994, a proposal was made for a new core program for literacy and reading promotion; in 1995, that recommendation was rejected but a working group on

literacy was formed to study the feasibility of such an initiative by IFLA. In 1999, the Final Report of the Working Group on Literacy was submitted to the IFLA Professional Board. The current work of the Section on Reading, including the papers at this program, are a follow-up to that work. The Section also sponsored a workshop at the 1998 IFLA Conference on Literacy and Reading Services to Cultural and Linguistic Minorities. The work of the International Reading Association is important to the field of reading and literacy also.

National and International Literacy and Reading Campaigns

In both developed and developing countries there have been major attempts to promote reading and literacy through publicity campaigns which have involved libraries, library associations, the book industry, business, foundations, the media, and governments. Internationally there has been UNESCO efforts with both World Book Day (April) and International Literacy Day (September). Several countries have used these campaigns as the basis for their own national efforts such as Great Britain's free book vouchers in 1998 to children between 4 and 18 years of age still in school. These efforts are often well-funded and generate not only promotional materials but specific programs and activities in many school and public libraries.

In the U.K., their National Year of Reading (September 1998-August 1999), was a major effort administered by the National Literacy Trust which distributed funds for innovative projects that stimulate reading. Several pilot literacy projects were included and several book give-away programs were part of the efforts. Their theme of Read Me was extended to one of Read On as the project continues for three years. One of the main strengths of such campaigns is the networking that is involved and hopefully continues. Since 1989, the Canada Post has devoted some attention to literacy including the release of three literacy-oriented stamps and stamp sets, with proceeds going to literacy organizations.

In the U.S. there are two specially-designated weeks a year, Children's Book Week in the Fall and National Library Week in the Spring. National Library Week (NLW) has been strengthened in the last few years due to a great deal of promotion by the American Library Association with special activities such as the Night of a Thousand Stars (celebrity involvement in reading in each community). In 1991, the Year of the Lifetime Reader was sponsored by the Center for the Book at the Library of Congress, and funded by donations, with then First Lady Barbara Bush as honorary chair.

In Nigeria, since 1981, a Library Week is sponsored by the National Library and with help from the International Reading Association (Loho, 1991). In South Africa, the USIA, the READ Educational Trust (a 20 year old private NGO which tries to improve education, and provides access to books and libraries in the townships), and local organizations worked with ALA's Peggy Barber to establish a major reading campaign as a five year project beginning in 1995. These are simply examples in an area where almost all parts of the world have similar campaigns or join those of the international organizations such as World Book Day or the International Literacy Day.

Book Access and Funded Projects

Though many of these projects become a part of the reading and literacy campaigns described above, they also have a life of their own in some instances. Several developed countries have established book donation

programs usually targeted at developing countries, such as Book Aid International in the U.K. (until 1994 known as the Ranfurly Library Service) which sends donated books by publishers and charities to more than 60 countries worldwide and especially targets sub-Saharan Africa. They also helped set up the Intra-African Book Support Scheme along with the African Books Collective to distribute African books overseas, to encourage African writers and publishers, and to work closely with World Book Day. The Canadian Organization for Development through Education (CODE) sponsors several projects as well as formerly served as chiefly a book donation program. Their projects have been predominantly in rural, isolated areas of Africa, usually with partners with other overseas organizations along with those in local communities. Their current target audiences include: children up to the age of fifteen, and adults with six or fewer years of schooling. For example, they initiated the Children's Book Project in 1991 to support the production and distribution of Tanzanian books especially books in indigenous languages. Most of their work has been in Africa and the Caribbean. Many other countries have similar international aid organizations, either private or governmental, such as the Danish International Development Agency (DANIDA) and the Swedish International Development Agency (SIDA). Though Japan has also had similar projects, descriptions of their work was not found in the current literature search. The World Bank has made major contributions in many developing countries in the area of literacy and education.

The U.K. and the U.S. have the most documented reading and literacy initiatives in the 1990s, and many are governmental projects. For example, Reading Is Fundamental (RIF), backed by donations and started in the U.S. in 1966, is a project that provides free books to children through schools and grassroots community organizations. Today RIF cooperates with several other national initiatives including some of the following. The Prescription for Reading program has, since 1997, provided free books through health care providers at each child's health check-up until age 6 and has given away over 1 million books. Similar in purpose is the Born to Read programs, and Reach Out and Read, another book give-away program now in 43 states. Most of these projects were expanded when the America Reads Challenge was announced by President Clinton in 1997 for the purpose of having every child in the U.S. reading independently by the end of grade three, a program administered by the U.S. Department of Education. Several of the projects are partners with the National Center for Family Literacy and Head Start organizations. Most of the projects work with the American Library Association as well as with public and school libraries.

Examples of projects initiated by the book trade include: a project called All Books for Children, sponsored by three publishers (Disney, Harper Collins, and Scholastic) in cooperation with Starbucks Coffee Shops, to provide free books to Boys and Girls Clubs of America; another called First Book started in 1992, through a national non-profit organization with donations from several publishers and bookstores, giving "first" books to disadvantaged children; a national donation project called the Book Bank based on publisher donations and with foundation support; the Books for Kids Foundation, which provides books to day cares, shelters, and hospitals; and the National Children's Book and Literacy Alliance (organized by children's authors and illustrators). Every Child a Reader is a 1999 pilot project to distribute remaindered books to literacy groups and children's agencies. The National Education Association (a teachers group) sponsors an annual event to promote literature, Read Across America. The Newspapers in Education project, supported by local newspapers, the United Way, and other corporations, provides newspapers to classrooms at certain grade levels. Beginning in 2000 a PBS television series, Between the

Lions, will promote children's reading.

Reading Is Fundamental began in the U.K. in 1996, backed by corporate funding, and organized by the National Literacy Trust in London. Again RIF provides free books for young children to choose and own, to motivate reading. According to Blunkett (1998), U.K.'s Education and Employment Secretary, the country's National Year of Reading is part of a National Literacy Strategy to ensure that 80% of eleven-year olds reach the standard in English by 2002. Also, as part of the NYR, the National Literacy Trust was established including several literacy components. The Royal Mail along with television channels promoted the 40,000 adult literacy classes and development of information packs to help in literacy. The BBC television led a Books for Babies campaign. A BookStart project works through health visitors to deliver books and book information into the homes of nine-month old babies.

These are only a few examples from the literature of literacy and reading promotion initiatives but it does appear that book promotion for children and family literacy projects have been the focus of the 1990s in the U.S. and the U.K. Some apology should be made again for the many examples from the U.S., Canada, and the U.K. mainly because they appear to be more documented in the English language publications available to the writer.

Libraries and Literacy - Historically and Currently

Libraries did become involved quite early in the adult literacy campaigns and activities though many were (and some still are) reluctant to do so. Both the Library Association in Britain and the American Library Association in the U.S. have played important roles - especially with school and public library involvement in literacy and reading. The access to adult literacy reading materials, the need for library education to include literacy program information, the need for studies and reports - all were major challenges that brought forth efforts and collaboration from the professional societies. Some early efforts included the establishment in 1924 of the ALA Commission on Library and Adult Education (Lyman, 1977).

The public library in the U.S.responded as early as the 1890s to the language and literacy needs of a large influx of immigrants, providing English and citizenship classes in many urban libraries. Lyman reported on a Reading Improvement Program begun at the Brooklyn Public Library in 1955 which was financed by a grant from the Carnegie Corporation of New York. Public libraries initially provided print materials to help in literacy activities. A focus on social responsibility and outreach was clearly delineated for public libraries during the 1960s and 1970s; literacy activities and an activist approach to users falls easily into the outreach focus.

Throughout the 1960s and 1970s, major efforts were made by a few libraries. Several efforts at federal intervention and federal aid mainly through the Library Services and Construction Act (LSCA) and the Title IIB of the Higher Education Act encouraged these efforts at the state level especially in public libraries. These efforts also showed the need for literacy training through state libraries, networks, and schools of library science. ALA was influential in promoting, and providing advocacy and training for literacy activities in libraries. In 1978, ALA's Office for Library Outreach Services (OLOS), the office charged with literacy activities, with a grant from the Lilly Foundation, conducted a series of workshops to train librarians in the techniques of establishing literacy programs

Public libraries realized the need for better easy-to-read print materials, the importance of providing space and resources, and sometimes even access to literacy training. Helen Lyman, a pioneer in literacy activities sponsored by public libraries, published two important books, Library Materials in Service to the Adult New Reader (1974), and Literacy and the Nation's Libraries (1977). By 1980, many libraries were providing the easy-to-read materials, accommodating literacy activities, encouraging staff involvement, providing referral services, and even financial resources. In the 1980s, ALA's activity and the stimulus of federal funding brought literacy and public libraries more to the forefront. ALA's work with the Coalition for Literacy beginning in 1981 allowed the combination of efforts by associations, advertising, the book industry, and literacy organizations, all coordinated by ALA's Office for Library Outreach Services and with the expertise of the Advertising Council Incorporated. This three year literacy promotion campaign highlighted the existence of widespread illiteracy, the resulting problems in society, and stimulated local efforts with recruitment and involvement including libraries. Statewide and local coalitions were formed; and a great deal of information and networking resulted. In 1984, the federal program of funding libraries, LSCA, was amended with a new title, the Library Literacy Program which gave more substantial monies to state and public libraries for their literacy efforts. Several states such as California, were especially successful in their efforts, with state-wide planning and major literacy grants from these monies.

In 1986, a major study funded by the U.S. Department of Education, and conducted by the University of Wisconsin-Madison's School of Librarianship, examined the literacy programmes of publicly funded libraries (Johnson, Robbins, and Zweizig, 1990; Bramley, 1991). Johnson (1987) produced a planning manual for the American Library Association which examined the public library's role in literacy activities and recommended the process of planning such services. The study found that though libraries are active partners in the national literacy effort, public libraries report the greatest involvement in all three literacy roles - collections, instruction, and support services. Over 25 percent of the libraries provided direct literacy instruction. Through a major literature search and questionnaire results they confirmed that public library literacy programs have the longest history. As early as 1963 public libraries were offering literacy services. In many of these libraries, the programs had become a part of "traditional public library services." Nearly 50 percent of the libraries reported involvement in literacy coalitions. State library agencies have the most consistent profile of literacy services than any other type of library in a "supporting role;" they are a key information source in literacy providers and the problem of illiteracy; they provide advice and guidance on the use of materials and development of services; and they offer continuing education on the topic of literacy and libraries. Historically, as a fiscal agent for the national LSCA funds, they administer monies for local literacy projects; and sometimes provide state-level funding as well for literacy. This study called for more research on the impact of literacy services and activities at the local and state levels including inclusion of some of the variables they identified as a set of community variables: percent for whom English is a second language, ethnicity, educational levels, and poverty levels. Despite not finding a direct relationship between level of literacy and these community variables, the researchers felt they should be explored further. The main relationship they did find was that between the level of literacy activity and the managers' attitudes toward library literacy services. They found that materials to evaluate literacy programs in public libraries were not available; this led to a major effort in that area, with the publication of the manual, Evaluation of Adult Library Literacy Programs (Zweizig, Johnson, and Robbins, 1990).

Salter (1991) provided a discussion of all literacy efforts in the U.S., in libraries and beyond libraries. This historical and descriptive overview of literacy efforts is still useful today. The White House House Conference on Library and Information Services held in the U.S. in 1991 included literacy as one of three major issues, along with democracy and productivity, for discussion during the conference.

Though this brief review of literacy and libraries is primarily based on the U.S., similar efforts have been made by the U.K., Canada, Australia, and New Zealand according to much of the literature found.

Evaluation Reports

Beder (1991) has synthesized many fragmentary articles and research which provide information about literacy and influenced both policy and practice. His book is helpful as a prelude to the work cited in this paper which is predominately post-1990. His chapter on "Outcomes and Impact" is useful for thinking about evaluation and assessment of literacy programs. His recommendations are based on theoretical principles which have been tested in several studies. Most importantly, he recommends:

- It is more useful to conceive adult illiteracy as being a social construction maintained by social forces than to view illiteracy as being a collection of individual deficits spawned by personal failure (stop blaming the victims).
- Because the great majority of those who are eligible for the federal adult literacy program do not participate, we need to differentiate service to meet the multiplicity of individual needs and provide new models of education to appeal to nonparticipants.
- The adult literacy program which adapts to local needs and conditions has been successful and should not be limited but rather maintain adaptive, pluralistic orientations.
- Though the social justification for federal involvement may be dictated by human capital outcomes, limiting literacy goals to this is not useful, but rather should include attention to individual goals and needs.

Some evaluation efforts of specific library literacy projects provide useful information on the issues and processes of evaluation such as Quigley's 1994 publication on the Vancouver Public Library (Canada) project. Other manuals on evaluation of library literacy projects were found: one by the New York State Library (Evaluating Library Literacy Programs, 1991).

Evans (1998) describes an evaluation process used for evaluating CODE's activities in Africa, a process developed by Gwynneth Evans and Raymond Genesse in the 1990s as a framework for identifying basic benchmarks and measuring progress. As noted before, CODE projects have been predominantly in rural, isolated areas of Africa, and include partnerships with overseas organizations and those in local communities. Retrenchment of funding from the Canadian International Development Agency in the early 1990s required CODE to close regional offices and form even stronger partnerships with local agencies. This necessitated the need for more results-based management and a framework of monitoring and evaluation. The process consisted of surveys at local sites of mangement committees and target audiences both as baseline data and outcome data. This helped establish profiles of library services in each community and provided information on the program's impact on reading behavior. All types of data were used: interview, quantitative (census data), use of libraries, reading habits, and level of satisfaction with library services. Consultants traveled to local communities and collected the data including

observational and anecdotal data. Using the benchmark data and information from many international studies of literacy, six key assumptions were used as the organizational and analytical framework:

- Literacy is a concept, a process, and a skill that has meaning in relation to the demand of the economy and society or individuals and communities.
- Literacy is a mode of behaviour, which enables individuals and groups to gather, analyze and apply written information to function in society.
- Communities have a responsibility for creating a culture of literacy for their members, if they value development.
- If literacy is to culminate in a print mentality, the importance of the oral tradition and the communal nature of learning in African society must be understood and integrated into the approaches and programmes of local groups.
- If libraries are to support the reading habits of their citizens, they must understand the information needs of their communities.
- Literacy assists citizens in taking advantage of the changes affecting all societies, as well as allowing them to safeguard their traditions and values.

According to Evans, the rationale for evaluation was the need to develop indicators which would allow the programs to assess their own performance. They also wanted to involve each project's African and Caribbean partners. This allows the communities to both know their own communities and to assess their own effectiveness. This allows them to plan and manage their programmes, and also puts them in a position to make their needs and successes known beyond their communities - perhaps for future funding. Their evaluation efforts made it very clear that community members are rarely involved in identifying their own needs, and one of the strongest needs is providing appropriate materials (i.e. information related to agriculture, health, and community development) in languages used by the people. Evans and Genesse applied this mode of evaluation and these assumptions to a literacy and libraries project in Peru, and found that several of the assumptions proved applicable. The Peruvian project dates from the early '70s with recognition of community needs - common languages, and cultural commonalities. CODE's aim and motto throughout the 1990s, "self sufficiency through literacy in the developing world" is at the core of their evaluation processes.

Several case studies of rural communities in Zimbabwe are presented by Moyo (1995) of projects sponsored by the Rural Libraries and Resources Development Programme (RLRDP) in establishing 42 rural school/community libraries (some in storerooms or unoccupied classrooms). Their emphasis on community involvement is obvious even though several organizations within Zimbabwe (Book Development Council, Library Association, National Library) serve as partners as do some international organizations including CODE (Canada). Specific outcomes of these efforts included: progress in academic examination passes, income-generating projects, and community-based meetings. Here, as in most of the projects in developing countries, one of the greatest constraints is the lack of reading materials; another is the need for more training on the part of library or literacy managers.

The work of Zweizig et al (1990) is the major evaluation tool developed in the U.S. for libraries and literacy. The manual introduces an overall process for evaluation and specific measures of relevance for literacy programs, beyond measures of student progress alone. The manual drew from previous work on public library planning and evaluation models commissioned by the American Library Association. Seven steps in the process include the following:

- Determine the target area (specific goal(s): what you want to accomplish (effectiveness) and/or how well you want to do it (efficiency)
- Set the target (measurable objectives)
- How will you know? (Types of measurement, assessment)
- Take a look (gather the evidence)
- How close are you? (Comparison with target and actual figures)
- So what? (Is it good enough? Should you reasses the targets? Analyze the reasons for not achieving targets)
- Rethink (need to refine the target, involve other constituents)

They recommend that a sample program profile should be developed with the kinds of information needed to understand the literacy level of the community, the current literacy efforts beyond the library, and the resources available to the library, such as space, personnel, collections, and equipment. Specific literacy program measures are suggested along with specific criteria for three areas of measurement: collections, support services, and instruction. In addition to these quantitative measures, some suggestions for other evaluation approaches are described including qualitative measures such as the degree of cooperation between the library and other service providers, and information from both tutors and learners. This work reflects current thinking on evaluation, the importance of outcomes especially to end users. Johnson (1987) pointed out the critical area of a need for evaluation of literacy programs - what differences do these programs make? This highlights the need for well-specified objectives for literacy programs so that they can be adequately evaluated including all aspects of the library's role in literacy, rather than limited to only the learner's progress, such as: collection development, support services, and adequacy of funding and resources.

More recently, much has been written about the need to break the cycle of illiteracy through generations, mainly through family and inter-generational literacy programs. Much of the literature has been devoted to family literacy projects including Library-based Family Literacy Projects (Monsour and Talan, 1993). These projects have been suggested as models for public libraries nationwide in cooperative work between libraries and other community agencies. The concept of partnerships in the joint coordination of each organization's resources and expertise led to the most successful projects. The authors feature these projects as ones that should be replicated and they tried to identify components of such projects that have led to their success. All of the projects developed individual evaluation plans for their libraries based on the specific goals for the project in the community. Included in the "lessons learned" are: team building, the difficulty and importance of recruitment, the need to plan for the different age groups of children including child care during tutoring sessions for parents, the importance of quality literature for sharing, the need for coalition building with other community agencies including marketing and publicity, the need for personal contact and follow-up, and the recognition of the public stake in family literacy including information and feed-back to community leaders. Outside the library field, there is a great deal of work on both establishing and evaluating literacy programs such as the work by Bhola (1990). These are especially useful as librarians work with those in educational systems and community-based organizations who often do not see the literacy role and activities as part of public libraries. Also, in many developing countries, the lack of a strong public library system and the lack of books and reading materials especially in the indigenous languages means that some literacy projects must work without the institutional structure of libraries.

Guidelines for Libraries Involved in Literacy

Several countries and organizations have worked on guidelines, some for establishing literacy programs in libraries, especially public libraries, others for a specific type of program, such as family literacy programs, and some for developing training guidelines for library workers (Scott, 1995). The most extensive ones to date appear to be those by UNESCO in 1993 under contract with IFLA and under the direction of Barbro Thomas: Guidelines for Public Libraries Promoting Literacy. This follows extensive meetings organized by IFLA concerning the role of public libraries in literacy work, and follows UNESCO's 1990 International Literacy Year. Following this work, a third revision of the UNESCO Public Library Manifesto was issued in 1994 after a long period of work. This Manifesto addresses functional literacy and the principle of human rights with open access for all.

Now that there are more studies of illiteracy around the world, more recognition of the need for individualized community programs based on local needs, as well as new models for literacy programs - including adult literacy, family literacy and workplace literacy projects - perhaps it is time for another try at guidelines for libraries and literacy efforts. There also appears to be a need for more international coordination of library and literacy efforts, as a clearinghouse of information and as a coordinator of potential funding sources, among other functions.

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The Future of Copyright Management: Library Perspectives

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Abstract

This contribution to the workshop concentrates on the identification of the main trends which are visible from a librarian's perspective in the area of copyright management in the digital environment.

Two main developments are analysed:

- *the expansion of licensing and,*
- *libraries as hosting/publishing services.*

While stressing the importance of copyright issues, the final conclusion is that management and ownership of digital collections, distributed all over the world, is the only way for libraries to survive and to have a chance to fulfil their mission in the digital environment.

Paper

Licensing is the Future

To start with, let me introduce this perhaps provocative statement. The growing expansion of licensing is unstoppable.

There are at least two clear reasons for this trend:

- the first one is that digital collections are steadily being built by the private sector, mainly rightsholders and specially producers,
- the second reason is that libraries are accepting and even welcoming this change of role: libraries acting as access facilitators instead of the former role as repositories.

There are exceptions, I know, nevertheless I think this is the trend.

Commercial publishers, and other information providers, are investing in digital collections, thus they need to put them into the market to get a return on these investments. They are in a large process of concentration of content through acquisitions and mergers.

And they are trying to get the full information chain on their hands, including software for delivery of content, reference databases, and the "retail" service, the on-demand service[1] .

Publishers are facing challenging times too. They receive pressure from authors who push them to publish digitally in order to achieve larger dissemination of their works. But publishers' business is radically changing from producers of multiple copies for selling to producers of a unique copy and distributors of tailored services.

Experimentation is an ongoing task for publishers regarding methods of distribution of digital content: by themselves, through aggregators, through linking between services. In some cases they target consortia, in other cases libraries, and even the end-user directly. Experimentation is overall, from pricing methods to technological protection measures.

In front of this bourgeoning movement, most libraries are behaving in a conservative way. They evaluate offers, they test, they accept and claim for access to publishers and aggregators servers, they promote this material. Libraries, specially university and research libraries, have to do this. Their users claim for access and they will get it, through the library or across the library.

But most of these libraries do not ask, do not wish to directly manage this digital content and they leave volunteers this task to producers and to other commercial intermediaries.

In this context, licensing is compulsory.

Standards for licenses will arise

Do not be afraid in front of so many negotiations as providers you used to deal with!

Standardized licenses are already arising through the mutual copying of terms and conditions by information providers. It is in the general interest of both the providers and their customers not to waste their time in administrative issues.

It is right now the moment when libraries need to be most careful about what they accept and what not. Because it is right now, in this phase of experimentation, when licenses are stabilising in certain formulae.

As librarians, we should not sign any license which does not grant our user

community the whole range of fair and reasonable uses this content is intended for. Let me enumerate: reading, browsing, copying for private use, printing for annotation.

The application of new technologies to information must not hinder the use of it, but on the contrary, it must facilitate this use by allowing access from any site to any authorised user.

In order to achieve the goal to be offered licenses which include all fair uses, librarians must be aware of their national copyright law, with its specific exceptions intended to keep the balance between the exclusive rights of the rightsholders and the public interest. Only by being aware, librarians will not accept any license which try to override what is granted by law.

Contract law must be driven by copyright law and not vice versa, but contracts are here to stay.

I will not deal with licenses in detail. Other contributions to the IFLA Conference have dealt with this. There are a number of guidelines for licensing available too.

Collecting societies in the digital environment

These societies which act on behalf of authors and the rest of rightsholders are correctly identifying a role for them in the digital environment. But, and this is my concern, they could be tempted to ask for compensation by use in any circumstance.

In my opinion, there are two cases in which this clearly does not apply:

- the first one, when licenses for collective use have already been agreed and paid for and,
- the second one, when authors are agreeing on free use.

Libraries as Hosting/Publishing Services

By taking on the role of a host or even of a publisher, the library must always take care of clearing copyright for content which is included in its collection.

Take a look at Internet. There are quite a lot of digital collections providing a kind of service that would feet perfectly with libraries goals. But these services are currently, very often, provided by researchers, or by various departments of institutions and corporations, and even by authors, themselves.

- on behalf of authors, be personnel or corporate

Libraries, in my opinion, have a clear role to play on behalf of authors and associations, for example, helping them to achieve wide dissemination of their works that are not prepared for proper publishing processes. Libraries could help building communities by offering their abilities in the management of information and their infrastructure as repository for it. These activities could have a relevant impact on cultural minorities, on small, isolated communities, on the dissemination of unknown authors.

Regarding grey literature - preprints, reports, etc -, which is important for research, and which was always managed with difficulties by libraries, researchers themselves are leading the discovery of efficient management

systems for their digital version. But researchers are interested in research and not in the maintenance of long-term services. If libraries fail to take them on, others will do.

The same applies to documentation of institutions and corporations, both intended for external and for internal use. It seems the library the natural "department" to take care of the service but in too many cases, the library is only considered to be a place and to deal with paper. This perception should be immediately corrected by proactivity of librarians.

But remember that in all theses cases, hosting or publishing on behalf of authors, associations or corporations, copyright must be cleared, permissions must be formally obtained and copyright notice must be evident to users.

- by digitising their own holdings

My second point is the digitisation of library own collections. Some libraries, specially national libraries, have already started this task with enthusiasm by participating in national and international programmes. For example, all these Memories of... America[2] , Russia[3] , the Gallica site[4] in France or the Biblioteca Virtual Miguel de Cervantes[5] in Spain.

These are usually part of preservation efforts and try to wider disseminate the cultural heritage of a nation. They are based on public domain documents, original documents, not in commercial, currently under copyright protection, new editions of those documents.

Other digitisation attempts address copyright protected works like the whole collections of journals. In this case, strong collaboration with publishers and their permission is a must[6] .

- in disseminating own library's information

And finally, in this set of issues, we can not forget that libraries are also producers of their own information in digital form. This information is also protected by copyright. For example, the library's web design or the guidelines it prepares. There must be a copyright policy even if this policy follows a "copyleft"[7] direction.

Elements for copyright management

As far as the management of copyright is concerned, it has some implications for the building of a digital library which I would like to highlight.

If a digital library has to serve a community of users, and to integrate the benefits of "digital" - meaning access from the place wished at the time of convenience -, then it must include the following items:

- authentication and authorisation possibilities,
- management of rights,
- management of privacy.

Authentication and authorisation systems are key points from where a library can enter into negotiations by defining itself as a user community, a community of identified users, and not a mere place.

It has been said in many occasions that public libraries have in many countries open stacks, so there is no defined community. But even in this case, when these libraries lend books to users, they identify users as borrowers. They could apply the same philosophy to remote access, for example.

This issue closely relates to privacy concerns which our users will perhaps arise in the very next future. Are we currently taking into account how online information services are dealing with the privacy of users which come to use their services through our signed contracts? Are we acting consciously when taking some contracts in which one condition tell us to forward log files to the publisher?

And finally, I will express it plainly. We are entering a phase in which we will deal with different kinds of communities, served by us, enjoying different privileges. Some of us are becoming "intermediaries" in some kind of commercial sense, by serving external, commercial users by way of contracts.

We are faced with the need to manage different kind of rights if we like to give service to external users, to third parties for whatever well-founded reason. We will even need to collect copyright fees and to pass them to rightsholders if we want to pursue our traditional Inter Library Loan transformed into Document Delivery services in the digital environment.

Preservation at risk

A very short remind on the topic of preservation. It is in big threaten, because libraries are withdrawing from collection building and, because strong technological measures of protection are being implemented by rightsholders.

Preservation in the digital environment means constant transformation, the ability to reformat and to transfer content in order to make it accessible. Without ownership, with hard concentration on a very small set of originals in producers hands, without tools to reverse protection measures, there is no possible preservation.

Conclusion

To finish with my whole presentation, I would like to ask librarians for an active engagement in the building of digital collections from commercial and from non-commercial sources.

The management and the ownership of these digital collections, distributed all over the world, is the only way for libraries to survive and to have a chance to fulfil their mission in the digital environment.

[1]Just take a look at the past three years evolution of such publishing groups as Reed Elsevier (http://www.reed-elsevier.com/), Wolters Kluwer (http://www.wolters-kluwer.com/), Bell & Howell (http://www.bellandhowell.com/) or Bertelsmann (http://www.bertelsmann.com/).

[2]American Memory (http://memory.loc.gov/).

[3]The first-printed slavic books of the XV-XVI centuries (http://sun450.agir.ru/memory/).

[4]Gallica (http://gallica.bnf.fr/).

[5]Biblioteca Virtual Miguel de Cervantes (http://cervantesvirtual.com/).

[6]JSTOR is perhaps the most brilliant example of libraries-publishers

collaboration in the digitisation of journals' backfiles. It has evolved into a not-for-profit organization. (http://www.jstor.org/).

[7]For an explanation of the copyleft concept, see the page of the Free Software Foundation, http://www.gnu.ai.mit.edu/copyleft/copyleft.html

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National Vocational Qualifications (NVQs): one route to improve the status of women in libraries?

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Paper

1. Introduction

National Vocational Qualifications (NVQS) and Scottish Vocational Qualifications (SVQS) were introduced in Great Britain in the 1980s because it was thought that increasing the skills of the workforce was the way to improve the economic health of the country; to redress the imbalance as compared to other developed countries; and to co-ordinate a growing number of "confusing" qualifications. The Department of Education and Science in the UK set up some 160 organisations called Lead Bodies to represent occupational sectors and to lead the way in developing S/NVQs with particular responsibility for developing the standards of work-based practice for the sector. The one for the information occupational sector was the Information and Library Services Lead Body. The information sector is wide ranging and this was reflected within the Lead Body which was subdivided into the specialist areas of Information and Library Services (ILS), Archives, Records and Tourist Information. Each specialist area was represented by nominated professionals and practitioners in the field.

The ILS Lead Body started work in April 1991, but it was not until the summer

of 1995, after development, discussion and testing, that the first S/NVQS from the standards were approved. The extent and diversity of the ILS sector is reflected in the suite of 11 awards ranging from Levels 2 to 4 and covering information and library services (IILS)(1995), records services and records management (1997), and archives (1997). Despite their relatively recent development, the occupational standards and awards have been adopted across the sector with the establishment of assessment centres and registration of candidates at all levels. The Information and Library Service S/NVQs were developed first and, to date, they have had the greatest uptake. By December 1998 ILS S/NVQs had evolved to the extent that there were 165 assessment centres with the numbers of candidates at each site ranging from a minimum of one to a maximum of 26 (level 2), 29 (level 3) and 8 (level 4).

These NVQ's have been particularly helpful to paraprofessional or Library technician staff to achieve recognition. They often have long periods of service with key skills, but have no formal qualifications. Currently the registration for these awards is at least 90% women.

2. What is an SVQ or NVQ and what is involved in getting one?

NVQs measure skills that are directly relevant to the everyday world of work (Arundale 1995). They are competence based (Dakers 1994b and 1994c) and measure whether a person can carry out his or her work to the defined national standards of current best practice (Dakers 1997b). They emphasize achievement rather than theory (Trevett 1996b) but candidates have to show both that they have the skills to do the job and that they have the necessary knowledge to do it well and in a range of circumstances. (Scarsbrook in Trevett 1996b).

The NVQ standards are broken down into five levels which range from the application of basic skills (at levels I and 2); level 3 for more senior staff with greater responsibility including the control and guidance of others (Herzog 1996); to a high degree of professional understanding comparable to full academic degrees at level 4 (Arundale 1995a and 1995b). Further details of each level are given in a number of articles including Dakers & Hare (1996), Fries (1995), Harrison (1994), Herzog (1995). Level 2 is currently the first Information and Library level used and is intended for library assistants. It is particularly helpful as induction training. It covers processing materials, identifying and providing information and working with users. Level 3 is intended for senior library assistants or information officers/executives and covers providing and organising information, solving problems for users and maintaining quality standards together with five optional units. Level 4 is intended for library, customer services or information managers. (Lobban 1997) A level 5 qualification for senior managers was under discussion but appears to have been shelved.

At each level, NVQs are broken down into a series of units, which describe separate functions within an individual's job role (Stott 1996). These are grouped into Core and Mandatory Units, where work is considered as essential regardless of the kind of service being provided, and Optional Units which allow for specialist activities, such as the IT units for someone working in a hi-tech Business Information Unit (Trevett 1997d). For example at level 2 for information and library staff the Mandatory Units are:

- Process material for use.
- Identify and provide information/material required by user.

- Develop positive working relationships with customers.

Optional Units are:

- Maintain arrangement of information/material.
- Secure information/material.
- Contribute to the maintenance of a supportive environment for users.
- Direct users.
- Issue and recover loan material.
- Maintain data in a computer system.

(Information and Library Services Lead Body. Information Organisations and Libraries: Scottish and National Vocational Qualifications levels 2-4. NB: These awards are due to be revised in January 2001).

Units are further broken down into a number of elements, usually from two to five elements. The element is the smallest assessable component of an NVQ, although it cannot gain independent certification or be transferable: the unit is the smallest component which can be transferred (Herzog 1996).

Each element contains statements about performance criteria, range and underpinning knowledge and understanding, and assessment guidance. [To gain an ILS S/NVQ at level 2, for example, the candidate must provide evidence for each element of the six units, which meets the requirements of those elements (Stott 1996)].

Each unit is a 'mini qualification' and an individual can take just one or two units from an NVQ if this suits their purpose. They could combine units from different NVQs if this was valuable for them. They will be awarded the full NVQ only if they complete all the core and mandatory units designated for that level NVQ but, where they prefer to 'pick and mix' their own units, they get a certificate for each unit they have successfully completed (Herzog 1996)

3. The benefits to women

On the job

A benefit frequently referred to is not having t take extended time off the job (Harrison 1994). Coker (1997) found enthusiasm for a flexible and accessible qualification equivalent to a professional one that can be acquired on the job. Goulding & Kerslake (1996) feel NVQs may give flexible workers a chance to gain qualifications. This is particularly suitable for part-time workers and volunteers many of whom are women (Fries 1995). A manager quoted in Coker (1997) from a survey by Drury suggests NVQs will give recognition to people not able to study for other qualifications e.g. City & Guilds or Library and Information Assistants' Certificate (LIAC), which requires time-off, travel and study time.

Dakers (1995b), while promoting the value of NVQs for those working in United Kingdom school libraries, stresses the opportunity they offer for people to obtain qualifications in recognition for skills acquired while doing a particular job. "NVQs are tailor-made for those who cannot get away to do some formal training course because they have to mind the library. They are ideal for the part-time employee."

Flexible

Another benefit of S/NVQs for the individual is that they are flexible and can be achieved at a pace to suit the trainee (Harrison 1994) Anyone can take an NVQ regardless of age, sex, language or ability. Units can be gained gradually as there are no set timescales (Jones 1994) (although in practice certain deadlines may be useful). Fries (1995) believes that S/NVQS are useful for the voluntary sector where limited resources, part-time workers and volunteers are the norm and she also suggests it would be possible for individuals to undertake an S/NVQ even if it were not offered by their employer if they were prepared to pay for it themselves. However in Goulding & Kerslake's survey (1996) a school library manager believed that the work the qualifications involves for part-time workers who already gave a lot to their jobs, and have families would be just too much.

Existing skills may gain exemption

Existing skills or qualifications may gain exemption from some parts of NVQs by means Accreditation of Prior Leaming (APL) (Information and Library Services Lead Body 1996h). There is however some debate as to how far APL is possible (Totterdell 1997 and Scarsbrook 1997).

Costs

Because NVQ's are most often assessed in the workplace and are relevant to employers needs, the employer will often meet costs. Also they do not entail leaving employment and undertaking a expensive College education.

Career progression and development

Dakers (1993) and Trevett (1997) suggest that NVQ's offer, for the first time career development for the para-professional. Dakers also claims that those staff who can see internal means of career progression are more likely to stay in post and be absent less often. The Assessment Centre at the University of Northumbria, School of Information Studies offers a linked qualification. Candidates completing NVQ level 4 are then qualified to enter the BSc Information and Communication degree in the third (final) year, their NVQ being accredited as equivalent to the first two years of the degree syllabus. The only candidate to have progressed so far and about to obtain a degree by this route is a mature woman working in an academic library.

4. Some disadvantages

Jargon and language

This is an oft-repeated criticism, as the standards are national and sometimes function across many occupations sectors e.g. Customer care, the language is sometimes complex and jargon based. This has improved with new editions.

Time consuming

Because they are intended to be pursued while doing a job, some employers and candidates under estimate the amount of time that is needed. 'I've just started doing the NVQ but I am finding it difficult to find the time' On average the research found that Level 2 took 6 month to complete, Level 3 two years and level 4 four years. Candidates found that they needed 4-5 hours a week to

complete the work. Some employers gave half a day as study leave and this was found to be very successful.

Practical versus underlying theory

It is the emphasis on practical competence that has led to criticism from those who are worried about lack of theoretical underpinning. Elkin (1994) dislikes the mechanistic approach "and lack of. encouragement of any vision or broadening of horizons". Wilson (1995) worries that there is no mention of the need for imagination, creativity, innovation or analytical thought, especially for managers at levels 4 and 5. Muddiman (1995) thinks that "...2001 may well see in libraries the emergence of the jobber, who knows how but not why".

However, the performance evidence refers to the desirability of portfolios showing underpinning knowledge and understanding: to carry out a task well, people need to know why they are doing it and what to do when things go wrong. Totterdell (1997) writes about using City and Guilds to provide theoretical underpinning for level 2 and, to a lesser extent, level 3. She says that Sandra Parker (LA president in 1996) "was right when she described ILS-NVQs as being as well as rather than instead of existing qualifications". Trevett (1996b) suggests that underpinning knowledge and skills gaps are best delivered in the workplace via training methods such as induction periods, working alongside more experienced staff, coaching, organised job swaps, staff meetings, study sessions and open learning.

5.Conclusions

Women have long formed the majority of the workforce in this sector. They have largely been undervalued, underpaid, under-educated and under-trained. This competence-based form of on the job training undoubtedly offers a way forward that has not been possible before. It is hoped that employers will welcome these developments and support women appropriately with fees and the necessary time to achieve recognition of their skills.

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Ensuring high quality research services

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Paper

INTRODUCTION

How do we ensure our services are of the highest quality in a rapidly changing world of rising client expectations, tighter deadlines, new information technology and exploding information resources? I think meeting that challenge - ensuring our research services really do meet client needs - involves doing three things really well:

- Starting from sound strategic planning: knowing what our clients expect and need, and developing the best mix of services and products to meet those needs;
- If the strategic level is about making sure we are doing the right things, then we also need to make sure we are doing them right. This is about various internal processes, checks and balances, standards, tools and techniques. But while these processes are generally what most discussions on quality focus on, they are not enough.
- Ensuring quality is not just about checklists and databases, but also involves creating a work culture and environment that support innovation and imagination, that is always looking for ways to add value to what we provide clients.

In other words, I believe that quality control depends upon a number of

interrelated factors, ranging from strong commonly held values, a client-driven work culture, clearly articulated service principles, explicit standards and processes, an environment that supports innovation and collaboration, knowledge sharing and teamwork, defined competencies, and sound hiring and professional development strategies.

First, a bit of context. The Research and Information Services branch of the Ontario Legislative Library is a recent re-configuration. The Legislative Research Service was established within the Library in 1979 and consisted of 14 researchers, including lawyers, political scientists, economists, public administration specialists, environmental scientists and other research professionals, plus support staff. In July 1999 the research staff were merged with front-line reference librarians to create one unit of 30 providing an integrated continuum of non-partisan information services, from fast facts and stats to sophisticated research analysis. We also produce a wide range of Web-based products: including electronic briefing books on the major policy fields of the Ontario government, gateways on hot issues, background on bills before the House, analytical and background papers, links pages and a virtual reference desk. These products are published both on an internal Assembly Intranet and with some modifications on the Internet as well (http://www.ontla.on.ca). Ontario's economy and population are the largest of the ten provinces and three territories within the Canadian federation. Our unicameral Assembly consists of 103 Members (down from 130 prior to the 1999 election) and three political parties. In addition to our primary clientele of Members and their staff, we provide research support to all eight legislative committees.

My particular challenge is ensuring a high quality and integrated continuum of services across different kinds of staff (with their different professional backgrounds, approaches and cultures) and across a wide range of different services and products. A further challenge facing us all is the nature of the work we do. High quality and responsive research analysis is based upon the initiative and judgement of individual professionals, designing what works best to answer a particular client's specific question. You cannot over-codify that judgement or have people proceed step-by-step through some kind of manual.

Does this mean that it is impossible to ensure high quality research services? No, it is obviously crucial. What it does mean is that quality controls can never just be at the actual point of delivery, as the project goes out the door. We need different kinds of processes and methods at different parts of our production and work cycles. And I will argue that the general work culture and informal processes are every bit as important as formal quality controls and standards.

GETTING OUR PRIORITIES RIGHT

The starting point for quality control is strategic -- making sure that we are providing the best mix of products and services for our particular client group and our available resources. That involves a number of things, best seen as a continuous planning and implementation cycle. It starts with needs assessment to determine exactly what clients do need and how their needs are changing. We then build these findings into our product and service delivery planning.

The next stage is a ongoing process of service evaluation: finding out how clients are actually using our services and products and what they think of them (in fact, finding out how our clients define quality and how effectively our

services meet their standards). We need to understand how well what we are doing really meets client needs. We then feed this back into our service planning: acting on suggestions for improvements as possible, filling gaps clients have identified, proactively anticipating what clients need, and continually refining services and products.

This evaluation process isn't just about keeping clients satisfied, although as they are our funders client satisfaction is obviously crucial. It is really about understanding our clients better to guide continual improvements and innovation. In practice these cycles of needs assessment à service planning and product development à service evaluation à refinement and improvement - are continuous.

MEETING CLIENT NEEDS EVERY DAY

At the operational level we need to be well organised, efficient and focussed; ensuring that all products and projects we deliver to clients are of the highest quality. This involves a range of formal and informal processes, and explicit and evolving standards.

Formal Quality Checks
For a start, we have very strict quality controls on deliverables: all research projects are edited and approved by the director or designate to make sure they are soundly analysed, reliable and accurate, well written, comprehensive, and answer the particular question that the client asked.

To the same end of meeting immediate client requirements, we have developed management information systems that allow us to monitor workflow and document production processes. For example, we can flag when a deadline is overdue and quickly move to solve whatever the problem is and get the project out the door. These systems are also critical to being able to juggle and prioritise the large number of projects, and assign them effectively to the professionals with the required expertise.

Evolving Best Practices
Developing our 'best practices' takes place in many settings:

- people talking to each other informally about projects they are doing;
- regular staff meetings in which we will try to draw out the 'lessons learned' from projects that went well (analysing what didn't work so well is often even more valuable, which requires an environment in which people are comfortable talking about problems with their colleagues);
- specific skill sharing or problem solving meetings, for example, to consider the pros and cons of electronic delivery, whether we need to change our mix of services to committees, etc.;
- broader brain storming sessions, for example, at the beginning of a new House to anticipate upcoming policy issues and how the incoming Members and their particular service needs are going to be different.

All of this is a continuing process of developing consensus on how to meet clients needs, on what constitutes good research and information projects. The result is not so much explicit standards, but a set of guiding principles. We can't

have a step-by-step checklist for doing every single project; the work is just too complicated for that. But we have clear principles on what we are trying to achieve, what constitutes excellent research from the clients' point of view, what kind of performance we expect from each other, and so on. Broadly, the key characteristics of really good research projects are:

- always meeting client deadlines;
- clearly organised and well written (one concrete indicator of this for performance management and review purposes is how much editing or re-organisation is needed);
- thorough and reliable;
- analytically sophisticated and well grounded in the broader context of the field;
- appropriate to the client's specific needs:
  - the level of detail and analysis they needed;
  - designed to answer the question they asked;
  - presented in a form that meets what they need - which can range from comprehensive surveys of policies in other jurisdictions to briefing notes they can speak from, from a simple memo they can pass on to constituents to a quick briefing before Question Period;
- taking all of these factors together, we are really expecting projects that have the highest possible 'value added' for the clients:
  - presenting analysis in the most effective ways - graphics, tables, textboxes, downloading or scanning in material (e.g. statutes or regs).
  - pointing to further useful resources, not just in print but from stakeholders - if electronic delivery is appropriate, then building in hot links to relevant Net resources;
  - if clients are just looking for background rather than analysis, still synthesising complex issues rather than simply giving them large amounts of material to read for themselves;
  - adding clear conclusions and options if that is what they want;
  - briefing clients directly on projects - this can productively happen at both the start of a project to focus the questions and at delivery, to clarify and supplement the written report;

Building on Strong Skills

Identifying these deliverables as the standards for high quality research helps us think of the kinds of writing, research and analysis competencies needed. Being able to conduct reliable research means knowing how to thoroughly and quickly review large amounts of information, knowing where to go for the best data, learning how to work effectively with librarian colleagues, understanding how to interpret and evaluate diverse sources of data, and being able to analyse the essential patterns and issues within that information to the appropriate level. Thinking of such standards also helps determine what kinds of processes underlie being able to deliver quality projects. For example, one vital step is negotiating directly with the client to clarify the question being asked so the

answer will be what they need.

Adapting and thriving in the unique environment of a legislature and understanding the particular pressures and dynamics of our main client groups demand broader professional competencies: diplomatic and communication skills, tact and good judgement, and the ability to create and sustain positive relations between the Library and our clients. Related capacities and commitments support a positive and collegial work culture: good participation and leadership in teams, innovative ideas, willingness to share knowledge and experience, openness to others' ideas, willingness to support others' work, and co-operation and collaboration. I consider such characteristics and behaviours to be essential features of high-quality professional performance.

The goal here is a continually evolving, but directly useful set of best practices and guiding principles for doing research and reference work. The process is collective - building on the shared knowledge that everyone learns in doing their work - and that is why work culture is so important. But it also involves management leadership: identifying the driving or core principles, clarifying what is valuable in evolving best practices and boiling them down into actionable standards and expectations.

Product Development

Because they are not as unpredictable as day-to-day research questions, it is easier to develop explicit standards and criteria for the various generic special products that we have developed for Members. To start with, we use a planning checklist for the development of all new products: why the proposed new product is necessary and useful, how it will meet client needs, what resources will be required, how it supports our other strategic objectives, etc. When we do decide to proceed with a product, we then carefully pilot test it to ensure that it really does meet the needs that we have anticipated and to refine its structure and design before full implementation.

We also have checklists to assess whether particular issues should be worked up within our existing product series. For example, Issue Gateways include a brief analytical note to set context, links to stakeholders, carefully selected press stories, think tank and other reports, Ministry or other backgrounders, and are designed to be a one-stop source on hot issues. To decide if a particular issue warrants treatment we assess if it is topical, if it is likely to be relevant for some time, if it has sufficient Ontario angle, if the issue is covered adequately elsewhere, if there is enough material, and if we can do it without alienating part of our client constituency (in other words, how hot is too hot?).

At periodic intervals we conduct systematic evaluations of all of our products: are our clients using the products and what do they think of them? how does this compare to the effort it takes us to produce them? are we being efficient? The answers to such questions allow us to assess value added for clients against the most effective use of our finite resources. And this completes the planning cycle: for new products, initial idea à business case à pilot testing à refining and implementation if successful à and for all products, ongoing client feedback à systematic regular evaluation à ongoing improvements (or dropping if the need has passed or value added benefits are not high enough - we are not ruthless enough at dropping products and services that no longer support core priorities).

Client Feedback as the Ultimate Quality Check

This cycle applies not only to our generic products or the design of our Web site, but just as crucially to customized service delivery. The only way we can find out if we really are meeting client needs is to ask them. However, resources may

not always allow for expert consultants or comprehensive surveys and we may have to be modest with our methods. Cheap and effective ways of keeping in touch with clients include providing easy-to-use client feedback forms with our projects and on our site, small-scale but well-focussed interviews, encouraging and collecting informal anecdotal feedback, good service-use statistics, and simply talking to clients all the time in the course of our work.

However we do it, client service evaluation is the final check of our quality control process. We need to continually make sure that clients are satisfied with and use our services, and we need to feed what we learn from their suggestions and usage patterns back into ongoing service delivery improvement and product development. This also means responding decisively to any client concerns or complaints: we receive very few, but I always call the client back right, quickly sort out any service problems at our end, and follow up with the client later on how their concern was acted on.

WORKING CULTURE

So far, I have discussed how to make sure we are providing the right kinds of services for our particular clients, and various processes to ensure the services we do provide are of the highest quality. We also need to create a solid and responsive work culture: an environment that is driven by client needs, is innovative and responsive, and is flexible, fast and fun.

Building on our Knowledge

I have been emphasising talking to clients, but we also need to have staff talking to each other all the time. The constant informal interaction and focussed brainstorming and other discussions are all about knowledge sharing, about working together to build up our shared understanding of the kinds of services and products that really work for our clients.

While knowledge management has certainly become an overused concept, I think it is what researchers and librarians do every day. Building on our corporate memory and collective expertise is an essential underpinning of our work; for example, we can only do briefings on complex issues at short notice because we have staff who have analysed those issues many times before and colleagues who they can quickly draw on for help. Some of the knowledge management tools we use are:

- a text and document management system to be able to draw effectively on work we have already done in particular areas - so we aren't reinventing every project from scratch and can build on our accumulated expertise;
- a staff Intranet which serves as a discussion and exchange forum, a posting place for various short-cuts, information resources and research strategies, a repository for lessons learned and best practices as they evolve, and an easily accessible place for staff to find guidelines and practices we have solidified;
- a database to capture our own lessons learned on client services and the anecdotal feedback and suggestions we are getting from clients.

Human Capital

We all have to have the best information technology we can afford, well deployed to support what we do. But the most important asset of research

services and libraries is in fact our human capital; the skills, experience and attitudes of our staff.

As always, we start at the strategic level: what are the core competencies we need to be able to provide the identified services? We then hire people to fill the particular specialised niches to build up that full range of expertise and capacities. In addition to specialised expertise and overall research skills, we also look for the kinds of judgement, communication, diplomatic, innovation and team-building competencies discussed earlier. Finally, hiring strategies must also look ahead, to the skill sets we will need down the road. This means looking for new people with both specific expertise and the more general adaptability and flexibility to acquire new skills and capabilities to meet changing organisational requirements.

We then have to have a systematic training and mentoring process to help new staff come to understand the unique environment of the Legislative Assembly, and ongoing training and professional development so that people keep up and expand their skills. Of course, as well as ensuring core competencies, we need to ensure our staff are driven by certain core values central to a legislature: confidentiality, non-partisan performance, professional and non-biased analysis, and so on.

Looking for Innovation

I have been emphasising information sharing and exchange within the branch. The hope is that we create a culture of drawing on each other's experiences, strengths, and expertise.

We have a relatively flat management structure, considerable direct autonomy for researchers and librarians in how they deliver services, and a fluid and collaborative structure and culture. Our working structure may best be seen as a dense web of interconnections: some people work closely and consistently together (e.g. editing particular products), others may come together to address a specific issue (e.g. a group developed options for reforming our question intake and assignment process), teams will be assigned to major committee hearings, and other staff would work together only occasionally (e.g. a librarian providing reference components for a paper being prepared by a researcher)[1].

We are moving toward flexible but discernible clusters of researchers and librarians concentrating in the major policy fields. So we will have lawyers and librarians who specialise in legal research, the public administration specialists and social policy specialists working together, etc. The goal of this is to get the benefits of people being able to really get to know particular policy fields, and to capitalise on this expertise by assigning projects to the people best able to do them. These groupings will also take the lead on developing general products in their fields.

Our particular structure of an integrated branch of researchers and librarians is designed to support a smooth continuum of services from the clients' point of view. Clients after all don't care who is doing their project; they just want the best answer to their questions. Part of delivering this continuum is the considerable joint work discussed: most of the general products we develop involve both researchers and librarians, as do many customized projects. What is important is effective teamwork and collaboration, and assigning the right person(s) for every project based on their expertise, not making arbitrary or out-dated distinctions between what librarians do and what researchers do.

This team-based environment also involves considerable delegation of defined

leadership or co-ordinating responsibilities. For example, senior researchers assign and approve projects, teams or individuals co-ordinate particular products, and others direct client training. Drawing on many people for leadership, and giving staff lots of scope for autonomy in their day-to-day work, helps give everyone a stake in innovation. We also need to ensure innovation and ideas are recognised and rewarded.

Such collaborative work and team culture is common in the knowledge industry and is designed to encourage individual initiative and autonomy for front-line service providers and support flexible planning and continual innovation. What we are looking for here are the synergies and innovations that result from different people working together effectively to the same ends.[2]

Finally, these comments on process and culture apply to office and administrative as well as professional staff. How to organise and manage administrative and logistical functions in a team-based, non-hierarchical, knowledge-based environment is seldom addressed in the literature, but is an essential part of our corporate capacities. We have developed explicit standards for producing high quality documents and products: to deadline, to requirements, effectively formatted, etc. (this is one area where manuals are effective). But we need to pay equal attention to goals of innovation and skills development; office staff especially have to be able to adapt smoothly to constantly changing technology and their work gives them the best ideas on improving routine logistics.

CONCLUSIONS

In summary, I have argued that ensuring high quality research services:

- takes place at both strategic and operational levels;
- is about informal collaborative processes and adaptability as much as editorial procedures and explicit standards;
- is far more about knowledge sharing, consensus building and teamwork than management edicts and monitoring;
- ultimately depends on a work culture of innovation, imagination and commitment to client needs first and foremost.

None of this can be prescriptive, and these particular components cannot be applied simplistically in the very different environments of our various legislative research and information services. Hopefully this paper will provide a few ideas, at best some starting principles; and I look forward to exploring these issues directly with you at the conference.

Notes

1. I have found Sally Helgesen, *The Web of Inclusion: A New Architecture for Building Great Organisations* (New York, Doubleday: 1995) particularly helpful.
2. Stephen Carter, *Renaissance Management: The Rebirth of Energy and*

Innovation in People and Organisations (London, Kogan Page: 1999) is a very interesting overview of how to organise and manage in knowledge and client-driven organisations.

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The creation of a Parliamentary Research Centre

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Paper

INTRODUCTION

Jean Fabre said that: "What justifies the establishment of a parliament that makes the law on behalf of the people is the hope that the debates of the parliament, the collision of ideas, the dispute between different interests will cast light on the proceedings." This means that the office of the Secretary General, the administrative agency that provides technical support, has a challenge that needs to be met: that of preparing the members of the parliament to make the correct decisions, to make a positive contribution to the search for this enlightenment in a country that is resolutely committed to the path of democratization. What we are going to say here today is designed to show the importance of creating a Parliamentary Research Centre, the only guarantee that the work of the parliament will be carried out with all due seriousness. We hope that this presentation, which will focus on five main points, will provoke many reactions among the professionals that you are and that it will be followed by a discussion that we are sure will be candid, friendly and rewarding.

I - CAMEROON AND ITS PARLIAMENT

Cameroon is located in Central Africa. Its population is estimated to be about 14 million and it is made up of various peoples who have succeeded one another,

rubbed shoulders with one another and buffeted one another over the centuries to create an inextricable puzzle that consists of almost 200 ethnic groups and about a hundred vernacular languages. The country has two official languages (English and French), which were inherited from the colonial era. The fact that it is a member of both the Commonwealth and of la Francophonie means that it shares the ideals of democracy, respect for human rights and progress that these two organizations share. To put it in a nutshell, it is a complex and diverse country that is often put forward as a symbol of Africa in miniature. In our country, diversity is regarded as being a factor for cultural enrichment although it can, in other respects, also be a handicap in terms of information and democratization.

With respect to politics, Cameroon has moved gradually from a system that was authoritarian in essence to one of so - called pacified democracy marked by a recognition of and respect for others, dialogue and tolerance. As a result, it has progressed through the stages of having only one party and a single - party system with a plurality of candidates and has now advanced to the state of having a complete multi - party system. The result is that at the present time seven political groupings are represented in the National Assembly. Pluralism appears to be a positive and creative force rather than a negative factor. The existence of these processes and of adequate democratic institutions must accordingly provide the parties that oppose one another with the possibility of resolving their differences by means of dialogue and negotiation. The parliament of Cameroon has also witnessed many changes since the law governing the constitution, No. 96/06 dated January 18, 1996. It is now a bicameral institution in that it consists of two chambers, namely the National Assembly consisting of 180 members elected by universal, direct and secret suffrage for a term of five years, and the Senate, which consists of one hundred members. Of these Senators, seventy are elected by indirect universal suffrage on a regional basis while the other thirty are appointed by the President of the Republic. Since the Senate is not yet in operation, the National Assembly enjoys all of the prerogatives that are conferred on the parliament in accordance with section 67, paragraph 3 of the Constitution until the Senate is actually put in place. This explains the vital need for the on - going provision of information to the parliamentarians.

II - INFORMATION: AN ESSENTIAL NEED OF HUMAN BEINGS AND A LEGISLATIVE PRIORITY

It is not possible to understand and to experience democracy as long as the essential and sufficient preconditions of freedom and above all of freedom of choice do not exist. Only this form of freedom can make possible participation by the people that is effective because it is voluntary in the conduct of the affairs of the polity. Information can be defined generally as items of fact, a new element of knowledge that an issuing agent (I) conveys to a receiving agent (R) by means of a channel the nature of which will depend on the communication process. At this stage and in this sense the purpose of information is to combat ignorance, to dispel the obscurity in which the members of a group may find themselves and which as a result is capable of preventing them not only from understanding their environment but also from playing a full and effective role in the life of the community. Thus, information appears to be not only an indispensable social need but also an inalienable human right and a system for training some individuals. If an individual needs to become informed in the same way as he or she needs to be fed, to be clothed, to take care of him- or herself and to educate him- or herself in order to be in a position to participate in

the life of the community, society itself must in turn organize itself in such a way that it can meet this irreducible need by setting up a system that is designed to provide this information in a valid manner. Since the members of the public are thus better informed, they would be better equipped to provide one of the dimensions of development that is of a competitive nature.

From this perspective, the parliament offers the best forum for consultation and for making decisions. It constitutes the meeting place between the executive branch and the legislative branch. It is the place in which these two powers look each other over and speak to each other within the framework of that co-operation between the powers that was so dear to Montesquieu with a view to improving the conditions under which the people of a state will live. Moreover, the function of the parliamentarians lies precisely in the mission that is conferred on the parliamentary representative to take part in the management of the state by creating its laws, by voting on the taxes that may be levied and by monitoring the executive branch. In short, information must make its own contribution to the improvement of knowledge, to the education of the citizens of a state, to the entertainment of the members of the public and to the dissemination of the national culture. It is accordingly a vital need and a legislative priority.

III - THE DIALOGUE BETWEEN THE GOVERNMENT AND THE NATIONAL ASSEMBLY

In its relations with the executive branch, the parliament appears to be relatively lacking in power, relatively unfavoured in terms of the deployment of the strength that is at the disposal of the executive branch. In fact, the offices of government ministers are swarming with large numbers of experts with specializations in various fields (law, economics, sociology, among others) and they have sufficiently long stretches of time to prepare and bring to fruition draft legislation or any other document to be submitted to the parliament. However, substantial financial and physical resources are placed at the disposal of these experts in order to carry out their tasks. In the case of which we are speaking, the executive branch is better equipped. Moreover, when the following three (3) factors are combined: human resources, financial resources and time, it is not difficult to see why the executive branch enjoys this supremacy. Moreover, the 21st century will be marked by the inclusion of many political, economic and social problems such as poverty, health, safety, education levels and so on in the agendas of governments and this would suggest as a result that if the actions of government are to be monitored, documentary services for the legislatures will have to have sufficient resources at their disposal in order to meet the needs of their members for information.

What is more, the government has a de facto quasi - monopoly as far as the production of documents is concerned. A parliamentary institution on the other hand, must be able to conduct a more effective examination of the major thrusts of the documents that are put before it. Accordingly, if the parliament wishes to be a genuine partner in this constructive dialogue, it is essential that it change its attitude on pain of simply becoming a "mere rubber-stamping chamber" in accordance with its traditional role. This legislative leap can be undone not only through the monitoring activity of the members of the parliament but also and above all through the quality of the work done by the Office of the Secretary General, which is a technical agency responsible for supporting the actions of the members. In our view, this contribution to the improvement of the work of parliament can be made only if there are highly effective documentary structures

already in place.

In a general way, the members of parliaments must be able to understand these major problems, to provide appropriate solutions for them and, in some cases, to put forward alternative solutions. Among the four existing divisions in the National Assembly the Documentation, Archives and Parliamentary Research Division appears to be a charnel house that was created to perform a mission involving close interaction with the parliamentarians. This leads us to hope longingly for this legislative challenge to be met with the support of an active documentary policy. This documentary offensive will constantly be required to meet the requirements of: neutrality, credibility and confidentiality.

IV - THE DOCUMENTATION, ARCHIVES AND PARLIAMENTARY RESEARCH DIVISION

The history of the library of parliament begins on October 15, 1946, when an order of the government of France was issued creating the Representative Assembly of Cameroon (ARCAM). Once it was in place, this assembly established a documentary unit that was given responsibility for "bringing together and communicating to the members of the assembly any documentation likely to be of interest to them in the performance of their parliamentary activities." From a documentation unit, this then became the Library and Documentation Section in 1965. In 1982, it was expanded to become the Library and Documentation Sub - Directorate. Later, in May 1995, it became the Documentation, Archives and Parliamentary Research Division in order to meet the needs of the members of the parliament and to modernize the parliamentary administration.

At the present time, it consists of 23 individuals, eight of whom are professionals who are taking part in the implementation of a true system of documentation. The Division, which is under the management of a director who is assisted by three unit heads, is primarily responsible for: the creation and management of the body of documentation that is required to provide information to the members of the parliament and the services of the organization; the conservation and management of the Parliamentary and Administrative Archives; studies on the subject of parliamentary law and facilitation of the training of the staff in the parliamentary administration. In order to perform these tasks effectively, three separate but complementary structures have been put in place. They are: the Library of Parliament; the Archives of Parliament; the Parliamentary Research Centre. Given this situation, there is nevertheless an interactive logic that governs the relations among these three independent structures. The Library and the Archives appear to constitute firm foundations and indispensable pivots on which research can by and large be based.

THE LIBRARY AND ARCHIVES AS FOUNDATIONS FOR RESEARCH

1. The Library of Parliament

This institution is responsible for the conservation and management of documents and for providing any support that is required in order to

provide information to parliamentarians and administrators. With a collection of about 5,000 works covering the various areas of knowledge, its goal is to succeed in meeting the needs of all of its potential users. Its regular activities revolve around the provision of reference services, the daily distribution of newspaper and journal articles, and the selective dissemination of information (SDI). It is a library to which the public may gain access and that makes available to its readers all the works arranged on the shelves in accordance with the DEWEY classification system. Free access is a technique that makes it possible for the users to make direct contact with the works and, in a natural way, provides a certain stimulation and a definite desire to read.

Unfortunately, it should be noted that all the management activities (ranging from acquisitions to loans) have had to be carried out manually again after the fire that seriously damaged the services of the National Assembly in 1995. However, in order to overcome this handicap, the National Assembly has committed itself to a process of computerizing the documentary services in co-operation with the parliamentary assembly of la Francophonie by means of its PARDOC program. This sound partnership will make it possible in the very near future to construct and equip an ultra - modern library.

2. The Archives of Parliament

This agency is responsible for the conservation of archives relating to parliamentary activities and services and as a result constitutes the memory of the National Assembly. Its collections of documents include the following: All the documents that are produced by the legislative, administrative and financial services: draft legislation, reports of parliamentary committees, the proceedings and the statutes. As a rule, these include all the documents relating to the legislative process. In addition, the collection also includes in the appropriate location the official journals (OJ) and the parliamentary debates (PD). The administrative documents that have provided a framework for the professional lives of the members of parliament and the staff of the National Assembly (personal files). All the documents that make up the collections in the Archives are usually recorded on a slip of paper and included in the Archives by the bodies that produce the documents (for example, the Legislative Division in the case of documents that result from the legislative procedure (from the point at which a document is tabled in the legislature to that at which it is enacted and then promulgated).

The Administrative Division is responsible for administrative records: for example, for recruitment from the very start of work to the retirement of a public servant or of a member of parliament (from the beginning of his or her term of office to the end). The Financial Division, for its part, prepares an inventory of and deposits all financial and accounting documents. The collections of documents created in this way have real value as information and help to ensure that the Archives are the actual memory of the Institution. As in any similar structure, access to the information by individuals who come from outside the institution is subject to the prior authorization of the Secretary General of the National Assembly. Electronic archiving is expected to be introduced in the very near future. For the time being, however, a chronological listing of the texts of the statutes is the only tool available for research.

3. The Parliamentary Research Centre

This is a technical support structure that fully meets the needs of the members of the parliament and of all of the members of the staff of the Office of the Secretary General of the National Assembly (estimated to number some 400 individuals) for information. It includes the officials responsible for conducting studies as well as their assistants and support staff. According to the provisions of the order issued by the Cabinet, No. 95 1006 / AB / AN, respecting the reorganization of the services of the Office of the Secretary General of the National Assembly, the Parliamentary Research Centre carries out research relating to parliamentary law and inter - parliamentary co-operation. Moreover, it takes part in the conduct of the training of members of staff of the parliamentary administration. Thus, two main tasks may be discerned for this particular institution. The first of these relates to studies and a second relates to the provision of professional training for the staff.

When presented in this way, the Parliamentary Research Centre appears as a dynamic structure that makes its presence felt through the products it creates. Moreover, in order to perform its tasks as required, it must naturally support itself on the existing structures such as the Library and the Archives and make the best possible use of the collections of documents and all the research tools available (files, directories, catalogues, bibliographies and so on). Two types of study are carried out by this structure:

Retrospective studies: These make it possible to obtain an up - to - date view of an issue by questioning the near or more distant past. This requires that the data banks be updated and also that we have effective research tools at our disposal. The following documentary products are produced on a regular basis: press files prepared on the basis of available press clippings, bibliographic and iconographic records on the members of parliament,files of all the documents that may be of use in the preliminary study for draft or proposed legislation (accompanying documents). A contribution to be used in the distribution of historical data with the work such as the bibliographic directory of members of parliament or a dictionary of them, parliamentary lexicons or terminology, a collection of the major speeches made by the Speaker of the National Assembly could also be considered.

Prospective studies: The objective in question is to make use of certain studies to increase our knowledge of certain major concepts of parliamentary law, to reflect on anything that relates to the activity of the parliament and, in particular, to examine the major problems of today (debt, poverty, globalization, lack of security and so on). In the case of certain issues that come before the parliament, it is interesting, for example, to know how a given problem was dealt with in the past. Why, for instance, was a particular amendment passed? Which groups were in favour of the changes, which were not and why was this so? In short, it is a question of preparing statistical tables that can be used to provide a better reading of what is going on in the parliament.

Such an approach naturally means that the structure that provides forecasts on certain issues will have an active role to play. As a result, it is even possible to select at the beginning of each parliament a number of topics that may be of interest to those who are responsible for the activities of the parliament. The Parliamentary Research Centre sets up research groups that include specialists in the subject in question.

With respect to co-operation with other parliamentary bodies, the Parliamentary Research Centre is involved in the preparations for intellectual participation by the National Assembly in the various meetings involving other parliamentary bodies. It also contributes on behalf of its users to a better understanding of various interparliamentary institutions (UPI [InterParliamentary Union], UPA [African parliamentary union], APF [French-language parliamentary assembly], Commonwealth Parliamentary Union and so on). In some cases, the Parliamentary Research Centre merely indicates the approaches that a particular research project will take. Professional training is an essential activity, as it is for any organization that claims to be effective and modern. The Office of the Secretary General of the National Assembly includes a training centre in the Parliamentary Administration (PATC) within its structure. This organization, which has been grafted onto the original organization, has the task of providing training and development for the members of the staff. The Parliamentary Research Centre makes a highly logical contribution to permanent training and development activities. Studies that have been prepared by the various units are used in the various seminars that are given.

Strategic, financial and material aspects
The strategic aspects: In its operations the Research Centre can be compared with a consulting firm that works as a team in a competitive, pluralistic society. All this means that, as a consultant, it must on a daily basis answer questions that are linked to the activities of the parliament. Thus, it may be called upon to put forward certain ideas and strategies. As a result, this requires team work that is based on effectiveness, discretion, confidentiality and, above all, a full mastery of all the research tools as well as of the subject being dealt with. Since a member of the parliament is a priori not a technician, it is the responsibility of the research team to attempt to present all the technical aspects of a proposed enactment, for example, in a comprehensible manner because no problem can be so technical that it is not possible to present it with clarity. Is it not sometimes said that what can be understood easily can be stated easily? In any society, the strengthening of a power necessarily requires a mastery of the available information and this fact helps to explain the strategic nature of information. Thus, the communication of this major commodity gives rise to a certain amount of concerns that feed the traditional dispute: Are we for or against centralization? Most of the governments in the Third World are opting for centralization, which, even though it may sometimes seem cumbersome and bureaucratic, has the advantage that it guarantees the quality of the answers given and makes it possible to provide effective co-ordination while at the same time avoiding excessive sensitivity. In the era of the Internet and the information highway, however, is it still possible truly to control access to information?

The financial aspects: There is undoubtedly a cost to every modern information system. As we have indicated earlier, research must be a priority if we are to maintain a viable society. However, in the general context of countries in the Third World in general and of Cameroon in particular, a number of priorities exist and sometimes conflict with one another. A person can certainly not be satisfied with the mere fact that documentary services are set up in a particular division that is part of the Parliament of Cameroon. Obviously, there is a genuine desire to sustain research. However, it would also be desirable for the hierarchy that is aware of the existing documentary needs to provide greater financial resources to reflect the magnitude of the tasks performed by the division.

Like all the other services provided in the National Assembly, documentary services are not the subject of specific budgetary votes. All the relevant expenditures are included in the general budget of the National Assembly, which

consists of two parts: operations and investment. The various needs expressed are satisfied only after the Secretary General of the National Assembly, the person who is responsible for the implementation of the budget, has expressed his or her agreement.

The material aspects: It is essential for the documentary services to adjust to the modern technologies of communication (machines, computers, fax machines, telephones and so on) that are likely to provide a better response to those who request information in our high - speed century. ncouraging signs can fortunately be seen as a result of the conclusion of the partnership agreement with the parliamentary assembly of la Francophonie under the aegis of that organization's PARDOC program. This agreement will take concrete form in the construction and outfitting of a modern library. This architectural jewel will be a shop - window for the region, namely central Africa, as a whole. Such a documentary policy will form part of the rehabilitation of the parliament and as such is altogether desirable because the introduction of the micro - computer, which has laid the foundations for the provision of computers on a broad scale to the public, has invaded all areas of human knowledge with respect to the processing of information and communications.

Thus, the digital revolution has now become part of our day - to - day experience and is generating the new knowledge and the models of society that open the door to a future in which we have only begun to dream of the possibilities. Documentary computing is as a result an essential given in the structure of a modern research unit. The veritable explosion in the sector of telecommunications using the Internet and of data banks is some of the many aspects of a single global phenomenon. The speed of technological innovation is quite simply astounding. All of this leads us to ask questions about the ability of the developing world in general and of Cameroon in particular to adjust to this new technological world. However, simply raising objections to the boom in the digital world on the ground that it does not respect ancestral traditions is similar to the battle waged by Don Quixote against the windmills. Africa does not have anything to fear from a technology that is overturning our liberalized world in which globalization is now relativizing our concepts of space and time.

On another level, the power of knowledge is pushing back the boundaries of secrecy and of centralization because, by making distances inconsequential, for example, the INTERNET is becoming a window for the promotion of our Parliament in particular and of the whole of Cameroon. (I should also point out that a committee has now been established to create a website for the National Assembly.)All of this means that it is now the responsibility of the professionals in the documentation field to make efforts to integrate the new technological tools in all the stages of the documentary chain.

V - THE COMPUTERIZATION OF DOCUMENTARY SERVICES

The use of document management software (MINISIS)

The first steps toward the computerization of documentary services were taken in the 1990s with the technical support of the Canadian development assistance program and of the IDRC (International Development Research Centre).MINISIS is a system for the management of bibliographic data bases that was developed by the International Development Research Centre (IDRC).

our (4) data bases may be accessed at this time:BIBLIO (a catalogue description of the books that have been received or ordered);CIRCULE (data relating to the circulation of the documents); LEGIS (a catalogue description of official documents, draft legislation, proposed legislation and so on); REGIS (a catalogue description or the texts of regulations, government orders and so on).

Since the object is quite naturally to store all the data in such a way that it will be easy to access and search for information. However, the fire that occurred in the National Assembly in 1995 caused a considerable amount of damage to the central computer and all the other equipment (micro - computers) and this put a stop to the process of computerization. The result was that the institution had lost a major tool for doing its work. Today, hope is returning as a result of the partnership agreement that has now been concluded between the National Assembly and the parliamentary assembly of la Francophonie through that organization's PARDOC program. It is a question of implementing the support program for documentary services in parliamentary institutions in the southern hemisphere (PARDOC) and the information highway program of the parliamentary assembly of la Francophonie, the aim of which is to create Internet sites for the parliamentary institutions. These are of course ambitious programs but their success will place a new emphasis on the importance of documentary services.

CONCLUSION

In short, the establishment of a Parliamentary Research Centre provides a perfect response to a vital need among the members of the parliament for information that simply must be met. This will necessarily require human and financial resources. Professionals in the field of documentation from the countries of the Third World must as a result integrate the new technological data in order to ensure that the tasks assigned to the research structures in question are performed effectively.

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The indexing of electronic publications - Ways out of heterogeneity

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Paper

I would like to make in my paper, first of all, some general remarks and deal then with a concrete project, CARMEN, in which our library is involved.

Today's information world is characterized by strong decentralization, distributed data collections and heterogeneous data structures and indexing procedures.

Traditional producers and brokers of scientific information are scientists, the publishing houses, the libraries and information service points. Their functions remained unchanged in the main until some years ago. What are changing dramatically today and require significant advancements and adjustments are the basic conditions. The present situation is shaped by a deep change in the entire fundamental basis of information technology, which not only forces technological adjustments, but also opens up new forms of information services and suggests other than the traditional forms of interaction between scientists, publishing houses, libraries and information service points.

Besides the traditional information providers -- publishers with their print media, libraries with their holdings indexed according to intellectually assigned classification schemes and specialist information centres which offer their databases via hosts -- scientists themselves are also strongly represented and have been developing in all these areas via the WWW independent services with the most varied coverage, relevance and means of indexing. Generally speaking, groups can occur anywhere in the world, which collect information on specialist fields. This is

regarded by some as progress : the traditional bottlenecks of the publishing houses, libraries and specialist information centres are eliminated ; information flows unhindered from scientist to scientist. There is however also the contrary opinion : a consequence of this revolution are different consistency breaches (Figure 1):

- Relevant, quality-controlled data stand next to irrelevant and possibly demonstrably false ones. No expert system ensures a differentiation between ballast and potentially desired information.
- Descriptor A in one such system can assume the most varied meanings. Not even in a narrow field of specialist information can a Descriptor A, with a highly relevant document collection which has been intellectually and qualitatively determined with great effort, be equated to the term A, which delivered automated indexing from a peripheral field.
- Quite different documents with comparable intensity are offered in one and the same search result : the announcement of a lecture on algebra is beside a textbook on algebra and beside a special treatment from this field. In former times these media were separated by different forms of indexing.

Despite such problems, the user will want to access the different data collections, irrespective of what method they have been indexed by or in which system they are offered. Even in the world of decentralized, non-homogenous data collections, the user will rightly demand of information science that he is ensured the receipt as far as possible of only the relevant documents and if possible all the relevant ones, which correspond to his need for information. (Figure 2 shows such a system with combined search over library catalogs and special data bases)

How can this be managed? On this question, policy and science give at present three responses, which are to be discussed by example of what the specialist information centres offer.

A model solution envisages a centralistic organization : Due to technical developments, libraries and specialist information centres were 20-25 years ago of necessity centralistically organized and as a consequence of this also conceptually aligned to the centralistic approach to contents indexing. A centrally set-up large computer administered the data. The clientele was served via terminals or off-line via inquiries to a central point. The theoretical basis of the contents indexing corresponded to this. In a standardized, intellectually controlled procedure, which the central point developed and carried through, a uniform creation of the documents took place.

A second model is that of a network of scientists : in 1995 some learned societies in Germany united to form an "IuK-Kommission" (Commission for Information and Communication). In the cooperation agreement it is stated : "There is a concensus in the view that new IuK structures within the academic field should be organized on a 'distributive basis'. Information in the future will not exclusively be supplied by the traditional information providers, but increasingly by the creators of the information themselves, i.e. by the scientists in the different subject areas, specialist fields, institutes and learned societies. The present, primarily centrally organized supply of electronic information should be supplemented and enriched by decentralized information. The learned societies aim in their planning and development of distributive information structures at the creation of an as complete as possible, structurally clear and economic supply of information in their sciences."

A third model aims at the standardization and acceptance and spreading of metadata. These are a prerequisite for provider-overlapping search processes in a daily ever-increasing decentralized information world. They try to re-establish in part the missing data-homogeneity by voluntary agreements with all those

participating in the information process.

However, this can succeed only partly. However successful the introduction of metadata will be in a subject area, the remaining heterogeneity of the different types of the contents indexing (automatic, different thesauri, different classifications, differences in the categories created) will be too great to overlook. In all but a few exceptions today, however, exactly this occurs. Descriptors, which were determined in the most different circumstances of contents indexing and have therefore a different meaning and relevance in each case, become directly connected by search engines via (technically) distributed databases, which is a reason for the unsatisfactory results of today's system implementations.

The attempt to reconstruct the consistency of indexing by librarians or documentation centres (e.g. in CORC) is possible only for parts of collections. The question arises whether the request "Let us catalogue the Internet" is correct, and whether it is at all realizable. Doesn't the cataloguing of electronic resources have to be limited to particularly important documents? (Figure 3) Over and above these documents do we not have to use different tools?

As a contrasting model, the shell model was developed by Jürgen Krause[1] (Figure 4) In general, each deregulation without coordination control leads to anarchic structures. This applies also to contents indexing. The more strongly deregulated it is on all levels, in order to get away from centralistic structures, the more important the authority control is. The disintegrating units and newly added groups must be referred flexibly one to the other, without the requirement for control and standardization of the former model conceptions being revived again under new terminology. Such a model of information indexing allows for different levels of data relevance and contents indexing, which are referred one to the other in a common information system by transfer components. Standardization and qualitative requirements are not centralistically implemented, but coordinated and administered.

- The innermost shell contains the core of the highly-relevant documents. It is indexed as deeply and at the highest level of quality as possible. Quality control is located in the hands of the coordinating information service point. Neither for scientific nor for organizational reasons can this shell be dispensed with. Only the resulting data consistency of a core area creates the incentive for further partners to use the following shells.
- The second shell loosens the relevance conditions and in parallel to this the requirements of the quality of the contents indexing. Shell 2 could, for example, contain documents of the libraries which are indexed according to a standardized thesaurus, but offered without abstracts.
- Shell 3 could contain all documents, whose relevance is lower in comparison to shells 1 and 2 (e.g. peripheral areas or missing checks for consistency) and/or indexed according to other standards (e.g. different thesaurus).
- Shell 4 would contain unchecked self-announcements in the WWW.

Compared to the ideal model of continuous consistent indexing, data consistency and thus the quality of search sink even under the best conditions. Compared with a realistic scenario the abundance of data thus attained balances out the consistency breaks.

This is where the CARMEN project (http://www.mathematik.uni-osnabrueck.de/projects/carmen/) comes in. This project is financed within the framework of the German program for digital libraries Global Info. CARMEN, in particular, deals with the questions of the indexing of digital publications.

It is necessary on the one hand to strengthen the standardization within the field of metadata, and on the other hand to take into account and reconcile the further existing heterogeneity in the retrieval. But both machine procedures (quantitative-statistical and deductive approaches) as well as intellectually compiled Crosswalks between different classifications and thesauri are necessary.

I will deal first with the last point. On this work package our library, the Specialist Information Centre for Social Sciences in Bonn and Die Deutsche Bibliothek (German National Library) in Frankfurt are cooperating.

[1]Jürgen Krause: Polyzentrische Informationsversorgung in einer dezentralisierten Informationswelt. In: Nachrichten für Dokumentation 1998, S. 345-351.

The starting point is this : in libraries and specialist information systems different classifications and thesauri are used. Thus inter-disciplinary and multiple-database searching is made much more difficult. The user, who, for example, first searches in a library catalogue in Regensburg, afterwards in one from Lower Saxony or the USA and subsequently articles from the literature database of an information service point, must operate in each case with differing search terms and varying search logic, and thus an efficient search is hardly possible. Usually the user knows only the classification or the thesaurus, with which he primarily operates. This problem is intensified, if the different library catalogues and literature databases are connected technologically in such a way that the user can access them with a uniform search screen. This applies also to the use of different indexing systems in metadata.

The aim is to enable an integrated search from a subject standpoint in distributed data collections. Thereby the conceptual differences in thesauri and classifications used must be borne by cross concordances. This requires:

- the investigation of the methodology of cross concordances between classifications or thesauri.
- the programming of a procedure, how such cross concordances between different classifications or thesauri available in the Internet can be depicted.
- the development in prototype of such cross concordances for certain subject areas and selected classifications or thesauri.

A parallel methodology with classifications and thesauri enables the gaining of knowledge of the common or diverse problems, and methods for finding solutions to the different indexing procedures and subject areas. This guarantees the prototype character of the investigation. The solutions should be able also to be applied to other classifications and thesauri not included in our investigation.

The cross concordances refer to classifications/thesauri, which represent closed systems in themselves. Between different classifications/thesauri it must be possible to navigate with the help of the cross concordance. It is a fundamental fact that the classifications/thesauri are driven by different institutions and not by the institution which operates the concordance. Access must thus also be possible via the Web to other computers. This simplifies also the problems of updates, an important problem, if one regards the permanent operation of such a system. However, this presupposes that the systems are available on the Web. The data structure is represented in Figure 5.

What is significant for the data structure is that the concordance is always formed between two classifications and not all classifications on the one used, or a new hyperclassification. The linking is done via the notation. The linking has thereby

according to our present conceptions a direction, i.e. it is conceivable that the linking in the opposite direction can be created differently.

We proceed thereby in such a way that the hierarchy in the classification is used in order to simplify the concordance. The linking takes place only with coordinate terms. If there are narrower terms in one of the classifications, then these terms are also contained under normal conditions on the opposite side. Thus one only needs to follow the route upwards to a linked term. However, even if the other classification also has narrower concepts, then one can naturally proceed differently. (Figure 6)

Apart from the actual linking, the type of the relationship must be created between the linked notation/descriptors assigned; (Figure 7)

- 1 : 1 relationship (synonymous terms, parallel notation);
- Broader term : narrower term (broader : narrower);
- Narrower term : broader term (narrower : broader);
- Related terms;

A further point, which must be created with each relationship, is the relevance of the linking. This is a roughly estimated value. We divide it therefore only into 3 levels :

- low
- middle
- high

One can determine Precision and Recall empirically or attempt to estimate them.

The methods of a concordance between general classifications and special classifications should be compiled by way of example. In particular, the subjects mathematics and physics were selected because these fit into the overall project. As classification schemes the following are particularly well suited : Dewey Decimal Classification (DDC) and the Regensburg Network Classification (RVK) as well as the Mathematical Science Classification (MSC) and the Physics and Astronomy Classification Scheme (PACS). In addition, for the social sciences a concordance will be created between the RVK and a German classification of social sciences.

Thus two general classifications are selected on the one hand, which are particularly important internationally or in Germany (over 100 users). Such a cross concordance is also for our users of special interest, since it makes the search for users of the DDC in our catalogues possible and allows for the carrying out of external work on the classification. The special classifications are in each case in their respective areas generally recognized.

The problems are on the one hand with the subject overlapping of the special classifications (MSC, PACS). The two classifications overlap to a substantial extent also within the core area of the respective subjects. On the other hand, it is very interesting to form a concordance between the strongly specialized and the general classifications (e.g. MSC-DDC). This enables the transfer in queries from the respective special information systems, e.g. the databases of MathSciNet and MATH to a library catalogue, or vice versa, to a certain extent.

So far a tool has been implemented for the intellectual creation of such cross concordances. CarmenX (Figure 8). Features include the

- cooperative handling at distributed locations

- use of a WWW Browser on the client page
- decrease in expenditure for inputting by using text already entered
- possibility of working on different classifications.

So far we have stored the RVK, PACS, MSC and the Classification for the Social Sciences; the DDC not yet, because we still have no data supplied from OCLC.

We operate with the following technology:
WWW server Apache
Relational database system: MySQL
Server-sided script language PHP
Client-sided Frames and Java Script

Subtopic Thesaurus:

Here in a similar way a link will be compiled between a universal thesaurus and several specialist thesauri, concretely between the German authority file of subject headings SWD, the thesaurus for the social sciences, the subject headings material of the DIPF - German Institute for International Educational Research - (developed from the thesaurus for education and the thesaurus for education research).

The problems of thesauri differ from those of the specialist classifications in the

- narrower meaning of the structured figure
- stronger weighting of the selective linking between the individual terms
- greater weighting of the linguistic problems
- greater problems in the ambiguity of terms (homonymy and polysemy)
- the representation of subject heading strings by single terms.

For the subject area of the thesaurus, a different software product SIS-TMS will be used. I do not not wish to go into the details here, since Patrice Landry will be illuminating the topic of thesaurus from a different angle.

A few words on other sections of the project CARMEN, which are treated not by us, but by other partners in the project : The working package of cross concordances presupposes intellectually indexed documents. This is a good starting point, which does not apply by any means universally.

Electronic documents cover many different types of documents : besides scientific texts, descriptions of projects, descriptions of corporate bodies, conferences, tables of contents for periodicals, advertisements, databases with facts, e.g. results of surveys beside texts about these surveys. The documents themselves can be very complex, e.g. with embedded graphs, formulas, programs and links to a multitude of other documents, etc. in the texts. What is important is to make these documents retrievable altogether despite their different structures. A particularly significant problem is presented by databases, which have a quite different structure from textual ones.

Even structurally homogeneous documents are indexed differently. Thus, for example, MPRESS, a world-wide Preprint index for mathematics, contains,

- 40,230 documents
- only 8,927 documents classified with MSC,
- only 22,683 documents with metadata,
- documents without metadata are often stored in layout-oriented formats (PostScript, PDF)

When using meta-tags, varying use must also often be taken into account, details are possible with different formatting.

A significant aim is to design better metadata constructs, and to develop on the other hand procedures to generate metadata automatically.

One can try to attain content and formal categories by means of deductive-heuristic methods from the documents. From this arise many questions, e.g. which Internet pages form, from the point of view of content, self-contained units? How does one retain the context information, i.e. how will the respective home-page be stored?

Between different data collections one can also create relations with quantitative-statistical procedures. These procedures are based on the competition of data in parallel corpora (collections). Neural procedures are also used.

In a further working package, a retrieval system for XML documents is to be constructed. The aim is a system, which can recognize highly-structured documents and a variety of linking structures. This system is to serve as a replacement for Harvest. Such a retrieval system can also process metadata in XML.

Special problems develop thereby in the exchange between such retrieval procedures, which are based on full-text search and database structures. The structure of these procedures varies a great deal.

In summary one can say about these problems: The world of electronic publications is more varied than the world of books. One can network and thereby substantially improve the information. The consequence is, however, that the indexing becomes far more difficult than that for books.

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Guidelines for Public Libraries in the 21st Century

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Paper

In this paper I want to highlight some of the issues that have arisen during the drafting of a revised version of IFLA's Guidelines for Public Libraries and have some discussion about them. Let me start by giving a brief summary of the process so far.

In 1994 the third version of the UNESCO Public Library Manifesto was published, the drafting having been done by the IFLA Section of Public Libraries. This has now been translated into over twenty languages and has become an influential document in public library development. The Manifesto is an important statement of principles but there was a demand for a more detailed document with recommendations on guidelines and standards for public libraries. IFLA has produced two previous versions, now both out-of-date and out of print. The first called "Standards for Public Libraries" was published in 1973 and re-issued with slight revisions in 1977. In 1986 "Guidelines for Public Libraries" was published. As the titles indicate the drafting committees differed in their approach. The 1973 version was based on the view that uniform standards could be recommended, the variable factor being the pace at which the standards could be attained. In contrast the group drafting the 1986 Guidelines stated that, as needs and resources were so varied, common standards were not possible. Instead they offered advice which they thought was of general application.

We needed to get a range of opinions on what should be included in the revised document and how it should be presented before we started. In August 1998, therefore we organised a seminar in the Netherlands with an invited group of twenty-two librarians from twenty-one different countries. We have based our work on the outcome of that very stimulating seminar.

It was apparent from the outset of this project that we had to try and produce guidelines which would look to the future of public libraries at a time when the future was changing at unprecedented speed.

The two key issues we faced immediately were

- Would it be possible to produce a set of guidelines which would be relevant to public libraries throughout the world?
- Should we include both guidelines and quantitative standards?

After two days discussion the seminar arrived at a number of conclusions on style and content. The seminar recommended that we should include some quantitative standards and this we have tried to do. We also decided to include brief summaries of initiatives and services in different countries to illustrate the text and we are still looking for more examples.

After many changes this is the structure of the new document.

Introduction

1. The Role and Purpose of the Public Library
2. The Legal and Financial Framework
3. Meeting the Needs of the Users
4. Collection Development
5. Human Resources
6. The Management and Marketing of the Public Library

Fundamental issues arose immediately.

Does the public library have a future or are the dramatic developments in information and communications technology likely to make it redundant?

In this age when information is collected, presented and used in exciting and changing ways from people's home or workplace what is the role of the public library?

One way of answering those questions is to see how public libraries are continuing to develop throughout the world. In a society, increasingly driven by market forces, countries, at all stages of development and with very varied levels of resources, are continuing to develop public library services. Some are very well established: in England we are celebrating the150th anniversary this year of the first Public Libraries Act. In other countries public libraries are much younger but are nonetheless often vigorous and exciting institutions. Public libraries have survived and developed because they meet a need and because they are an agency for change. Their future will be threatened when they cease to meet a public need and fail to act as an agency for change for individuals and for communities.

The key to the continuing growth and development of public libraries is that they continue to provide services and resources to meet the needs of the public who pay for them. But what in this information age are those needs which justify the continued existence of the public library?

Although the concept of public libraries is recognised throughout the world their role and priorities are not always the same. We have highlighted what we believe are the three key roles of the public library though there is considerable overlap between them.

Education
Information
Personal Development

Education. Support for formal and informal education has been a basic function of public libraries since their earliest days. The demand and need for education has never been greater ranging from basic literacy and numeracy to a highly specialised level. In some countries support for education is seen as the primary role of the library and development is directed to that end. But public libraries are only one of many agencies involved in education and we have to decide, given limited resources how public libraries should support education. If we give this high priority are we duplicating what is available from libraries in educational institutions at the expense of providing services to people who do not have access to any other library?

Information. The acquisition of reliable information is now recognised to be vitally important and of great value. Information is power in the modern world and it enhances the chance for people to enjoy fulfilling lives and contribute to society. The lack of it denies people these opportunities. There is more information available now than at any time in the world's history and the demand for it is insatiable. There are now a multiplicity of ways in which people can access information and they do not have to leave their own homes to do so.

Because the importance of information is now recognised does not mean that public libraries will automatically be people's primary information source. There are many other alternatives. Public libraries have to prove by their performance that they still have an important role to play in information provision. Public libraries require policies, plans and resources directed to providing high quality services that meet the information needs of the community. We need to be certain we understand what distinctive role public libraries have in information provision.

Personal development. Public libraries have always played a very important role in providing opportunities for personal development. They provide a range of ideas, opinions and creative experience not available anywhere else. Many people both famous and otherwise have said how their lives have been changed by their use of public libraries. A key function of public libraries in some countries is the provision of books and other materials for recreation and leisure. It has been said that bookshops can provide the same function and that this is not role of the public library. Even if we have a bookshop and can afford to use it we buy books for our own personal use. Public libraries are buying books and other materials for the community paid for by the community. They are available to all. Using interlending and information technology we can make the world's knowledge and literature available to everyone. This is an amazing achievement and one we are much too modest about. It could be said that this role is what makes the public library a unique institution.

When we were drafting the UNESCO Public Library Manifesto we were urged by librarians in some countries not to include the leisure function. They said that politicians would not be prepared to fund an institution which provided materials for leisure and recreation. Education and information had to be the primary functions of the public library particularly if resources were scarce. We made no direct reference to leisure and recreation in the Manifesto and it was criticised by some librarians for that reason. They argue that it has been the development of leisure-related services, which has resulted in public libraries in those countries, which provide them, reaching a high proportion of the population. The goodwill this has created has helped the public library occupy a central role in the community and gain significant public support. In the Guidelines we have identified this key role of supporting personal development. We have also included direct reference to the provision of services for people's leisure and recreation.

With different degrees of emphasis and priority depending on local circumstances these are the key roles of public libraries throughout the world. There are others, which are also very important, services to children and young people, to groups in the community with special needs, the library as a meeting place and the relationship between libraries, culture and the arts.

It is very important that librarians and their governing boards determine what their priorities are and develop services based on those priorities. Public libraries however well funded need to make the most effective use of their resources and to achieve this they must decide their priorities and undertake planning and policy development. The alternative is a random approach to service development with the very real risk that none of the services will be provided adequately or consistently. Policy development should involve the governing body , the staff and the public. The public is much more likely to feel that the library service is theirs, that they "own" it if they have the chance to take part in decisions on priorities and service development.

We must also be aware that though public libraries are publicly funded organisations, they are in fact in competition with other organisations. In every area of our service, education, information provision and services for leisure and recreation there are other agencies, some of which are very much better funded than public libraries. We cannot assume that people will prefer to use our services just because we are a public library. We have to prove ourselves over and over again and this means we must always be completely professional about our work and the way we present our services.

We have been very aware that we are aiming to develop guidelines for public libraries at a time of radical and accelerating change. The impact of the Internet and other electronic developments has increased considerably since we started in 1998. We cannot be sure where these developments are going to lead and what the ultimate effect on libraries will be. We do not know whether print on paper has a long-term future or whether it will be replaced by e-books or some variation of them. In this context should we recommend that public libraries should concentrate their resources on developing IT related services or should they continue to provide a wide range of services, including the print-based services they have traditionally provided?

I do not think there is a simple answer to this critical question though I think in some areas of library provision, for example fiction collections and services to children a multi-media approach including books is likely to be the most appropriate for some time.

We recognise that access to ICT is not universal. Its development depends on three factors, literacy, computer skills and reliable telecommunications networks. These basic requirements are not available throughout the world and even in countries where they are there are significant groups, for example many old people, for whom ICT is still a mysterious and alien science. The United Nations reported that in 1999 South Asia with 23% of the world's population had 1% of Internet users and that 40% of the population in developing countries had never made a telephone call. Of course these figures will change but it will take time. In that time there is a very real risk that the gap between those that have access to information and thus power and those that do not will grow. Here is a real role for the public library, to strengthen its position as a gateway to the information world. We must be careful, however, that we do not close access to the other doors through which information can be obtained. We need to consider how best the public library can help to bridge the digital divide.

We live in a world in which presentation is seen to be very important. The quality of the content of much of the information available via the Internet does not always match its attractive presentation. Librarians have always been concerned with the quality of the content and organising effective access to it. Public librarians have an important part to play in guiding users to find the most reliable and relevant information for their needs, what has been called the librarian as knowledge navigator. We need to be certain of the best way to fulfil this role.

The Guidelines include a section on legislation and funding. To enable it to carry out its roles the public library should be supported by legislation and by adequate and sustained funding. They should also be well governed and administered and develop coherent policies. Libraries must be able to represent all ranges of human experience and opinion, free from the risk of censorship. Librarians and their governing bodies must uphold these basic human rights and resist pressure from groups and individuals to limit the material available in the library.

Public libraries must aim to meet the needs of their users. Public librarians are sometimes guilty of deciding what services and materials they should provide without any attempt to assess what the potential users, who largely fund the service through their taxes, want.

The public library is essentially a local service targeted at the library and information needs of the local community. We stress the importance of community needs analysis, user involvement in policy-making and the judgment and experience of the librarian as the key factors in determining the shape of the public library service. To carry out a community needs assessment the librarian needs to gather information about the community, its organisations and its social and commercial make-up. It also should carry out regular surveys of both users and non-users of the library.

A fundamental principle of the public library is that it should be available to all and not just to the able-bodied, literate adults who are able to visit the library. We must start with the precept that we are there to serve the whole community and shape our services accordingly. The public library must be service focused. The priority should be to develop services structured to meet users' requirements, and deliver them where and in the way that they will be most effective. Provision of library buildings is only one way of delivering services though an important one. Library services must go beyond the walls to satisfy the needs of those who for any reason are unable to visit the library. The development of information technology provides many new ways of accessing services from the home or the

workplace.

A high standard of customer care should be an integral part of all policies and procedures. There should be regular staff training in customer care and new policies and procedures should always be based on the assumption that they must be primarily for the benefit of users rather than the convenience of the staff and the organisation. User education is more important than ever before to help users make best use of the technology. We know that no public library, however large and well funded can meet all the needs of its users from its own resources. Networks and resource-sharing greatly increase the capacity of public libraries to meet user needs and ICT provides many new ways in which networks can be organised and exploited. Public libraries have a good reputation for cooperative working and this should be developed taking advantage of the opportunities offered by the new information world.

Libraries are made up of collections of information and cultural materials in a variety of formats including access to the resources of other libraries. The range of formats continues to grow. Standards for collection development are often asked for but difficult to develop. The development of collection standards is affected not only by levels of funding but also by a number of other factors e.g. the number of items available in the primary language of the community served, access to other information sources and the needs of the local community. Standards are often related to population statistics. This assumes reliable population figures are available but this is not always the case. Last year I visited Soweto, the African townships outside Johannesburg. Every day people are moving in to informal squatter camps. The population of Soweto is estimated to be between 3-5m people, served by just six public libraries. It is difficult to propose a standard to meet this situation. We have included some collection standards while recognising that these will have to be adjusted in the light of local circumstances.

There are other important factors in collection development. A large collection does not necessarily equate with a good collection. The key criterion must be the relevance and currency of the material provided. New material can be lost if introduced into old and out-dated stock. Organising access to materials both in the library and beyond is a vital part of collection development made easier by information technology. It used to be common for public libraries to maintain large reserve stocks of older books. Is this necessary when so much more material is available electronically?

Materials are one crucial part of the library; staff are another. Although there may be different categories of staff within a library the development and provision of services should be a team effort. We have included what we think are the skills that all library staff should have and what we see as the main duties of a qualified librarian. Library staff must maintain high ethical standards if they are to retain the full confidence of their users. Effective and regular staff training is vital at a time of such major change in the ways library and information services are delivered. Staff must be able to cope with change and be equipped to help users to do so.

The quality of management is an important element in the provision of a successful library service. Library managers need to develop skills to enable them to provide effective leadership. These will include policy development, operational planning, financial management, building and maintaining networks and the management of library resources. They must also build good working relationships with members of their governing body and with the public they serve. They will need to make use of a range of management tools, for example

community needs analysis, performance measurement, monitoring and evaluation.

Public libraries will not realise their potential if their services are not actively promoted within the community. They should develop a marketing and promotion plan with all staff expected to play a part in its implementation. Librarians should have the skills and confidence to work with the media and in the community. We should also remember that satisfied users are the best advocates for the public library and this reservoir of goodwill towards the service can be tapped to good advantage.

Those are some of the issues that we have attempted to address in drafting these new guidelines. The latest draft is available on IFLA-Net and we would like to have comments by 30th September this year. Having made such amendments as are necessary we hope to have it ready for publication in printed form and on the web by the end of this year. I do not expect all public libraries to immediately adopt all the recommendations and proposals in the new guidelines. I do hope that different sections will be of use to different libraries at various stages of their development. They have been framed to assist librarians in any situation to develop an effective public library service to meet the needs of their local community. In this exciting and sometimes daunting information world it is important for those in search of knowledge, information and creative experience that they succeed.

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Developing an electronic textbook for continuing professional education of librarians

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Abstract

This paper presents principles of composing and managing as well as the aims and the structure of an interactive textbook on electronic document delivery (EDD) first of all destined for the continuing education of library personnel using the method of distant training. The main tasks of the textbook proposed are to describe and demonstrate the work of operating EDD-services, to train librarians in main operations and to introduce and show basic principles and technological schemes for EDD-systems designing. The textboob is to become an easily accessible and practical tool to implement this information technology in any library in Russia. Moreover, the textbook is composed in such a way that its readers could get necessary consultations from leading experts on EDD, specialists of EDD-services in Russia, to establish partner contacts and to solve tasks on organizing EDD-services in libraries. The content model of the textbook is the structure of the activity and different aspects of this activity. In the textbook use is made of Internet-technologies. It represents an educational and methodical complex, each 9 chapters of which consists of textual, demonstrating, illustrative, instructive, training blocs, blocs with questions for self-control and a feed-back bloc. The textbook is accessible at:
http://www.spsl.nsc.ru/lisa/index.htm and http://www.shpl.ru/docdeliv/list/

Paper

Introduction

One of the problems of continuing professional education of librarians is developing textbooks, methodical guides, special lectures and reviews. Their peculiarities are determined by the fact that they are designed for those who have higher education, have mastered main library skills and thus, needn't to be taught systematized fundamental knowledge. On the other hand now the work of a librarian requires a continuing mastering of new operations and processes, renewed theoretical knowledge, especially under the attack of new information technologies.

The achieved level of information, technical and technological base in the majority of Russian libraries has created a firm base to put to practice one the mostly dynamic technologies in the library word - that of electronic document delivery (EDD). An electronic document and the systems of its delivery serve as a lever, which will allow the library science of the 21st century to make a decisive step towards the dream of all enlightened people: to have an access to any written or published document in any point on the globe. Realizing this perspective makes the Centers of continuing professional education pay special attention to training library personnel in this new technology.

The practical development of the textbook was inspired by the following quite definite circumstances:

1. The analysis of the EDD-services in Russian libraries has shown that, unfortunately, the EDD-technology was firstly mastered and is mainly used by automatization departments, and not by interlibrary loan departments. Thus, there appeared an urgent need to make an easily accessible textbook,. which could give knowledge, train in skills, consult on any EDD-problem and be a practical tool to implement this information technology in any library in Russia.
2. Many libraries, technically and technologically ready to provide electronic copies and/or to be information intermediary on EDD, need help in establishing contacts, solving organizational problems, as EDD - is a technology of cooperation. That is they need library addresses (e-mails) and names of specialists, dealing with EDD.
3. The libraries that provide electronic copies, would like to exchange their experience for publicity, to attract libraries to cooperation.

To develop the textbook the authors have summarized and generalized the results of their theoretical investigations and developments, as well as practical experience, gained at organizing and managing EDD-services at their libraries. Of great use was the tutor's experience of the authors.

1. The main principles of the textbook development

Keeping in mind the idea to develop an interactive textbook accessible via Internet or on CD-ROM for Russian librarians advancing their professional level from the very beginning we think who are its readers.

We decided that first of all that are the heads of the interlibrary loan departments who got their higher education somewhere 10 years ago, that is, in the pre-personal computer era in Russia. Probably training will be necessary to much

older specialists, who also lack experience of work in the electronic environment, if they have to master EDD. Young librarians will need training as well, as they have only a general idea how to use a computer, but lack special knowledge on EDD-technology. That means that the textbook should contain explanation of the simplest notions, processes and realities. They are also necessary, as due to some psychological peculiarities people do not always dare to ask about this or that thing. They are ashamed of their ignorance and are afraid that won't understand a verbal explanation just on the spot.

One of the peculiarities of training, which experienced tutors take into account, is specific character of a person's perception of new information, knowledge, that is specific character of thinking. One person needs a logical explanation, another one - a graphic or vivid one. Linear and hypertext on the computer screen is more suitable for the first type of presentation. The solutions should be find for the second one for our particular case. Thus, the first principle for the textbook was determined as that of psychological, intellectual and emotional comfortability.

The next self-evident principle was determined as that of interactivity. An interactive form of educating is widely used, as it allows readers to master necessary knowledge and feel themselves in a real operating environment, to become an active participant, to analyze practical situations, to make decisions. In our case interactivity makes it possible to use on-line search systems and EDD-services in training (but in real time!) mode, to fulfill real practical exercises and to consult with experts in EDD.

And, the last but not the least principle is that of composite character. A computer textbook is a software and methodical complex, which is to give the opportunity to master a course or its part independently. It should combine the properties of a habitual textbook, a reference book and a guide, book of problems and practical works. A computer textbook, a priori, possesses the following advantages in comparison with usual types of textbooks, as itt:

- offers any reader a convenient order (succession) and volume of different forms of the work: alternation of studying theory, analysis of examples, methods of solving tasks, mastering definite skills, performing independent investigations;
- actively forms motives of further intellectual activity;
- provides a reader a possibility to control himself what (s)he has learnt;
- saves time of readers, necessary to study the course.

2. Aims and tasks

The aims of the textbook result from the above-mentioned definite circumstances that inspired its development. In our case the textbook should provide librarians theoretical base and train in practical skills, supply all information and data necessary to organize an EDD-service. Thus, its tasks are as follows:

- to acquaint with the history of EDD;
- to describe and demonstrate the work of the leading EDD-services - at home and abroad;
- to help to understand the basic principles and technological schemes for designing EDD-systems;
- to guide mastering main operations;
- to offer recommendations, models and algorithms to organize EDD-service in a library;
- to organize and build the textbook so, that its readers could consult with

EDD-experts on any problem, to establish contacts for cooperation by e-mail with partners and to solve all managing EDD- problems in their libraries.

Thus, we hope that our textbook will satisfy main demands made to such electronic publications.

3. Structure

For the model of the textbook's content the structure of the activity is used, as well as its different aspects. Now it consists of the following sections:

- History of EDD
- Modern EDD Technologies
- Juridical Aspect
- Economical Aspect
- The Model of EDD-Service
- The Model of an Intermediary EDD-Service
- Practical Experience of EDD-Services:
- services in foreign libraries, library associations and information firms
- services in home libraries
- Users' Work within EDD-Systems. Practical advises
- Consultations. Feed-back. Contacts
- Subject Index
- Library (References. Sites)

Nearly each section contains blocs with:

- some text with internal hypertext links to definitions, specifications and very detailed explanations for those who need them;
- illustrations, e.g. examples of different ordering forms, figures with correctly and incorrectly scanned documents in different formats, registration forms, examples of e-mails, texts of juridical documents and declarations, contracts on co-operation, etc.;
- demonstrations: external hypertext links - depending on the subject of the section - to interfaces of EDD-services, FTP-servers, etc.;
- guides or instructions, helping to master scanning, files treatment, sending (getting) files by FTP, etc.;
- training or book of problems and tasks and real assignments to use e-mail, to search in this or that electronic catalogue or data base and to order electronic copies through interactive forms or built-in modules in EDD-services, to scan documents of different formats, polygraph quality, texture, to make PDF-files, to send/get files by FTP, etc.;
- questions for self-control;
- e-mails of authors, experts for feed-back, contacts, consultations;
- references, the list of literature used, hyperlinked, where possible, to full-texts of articles, URLs of home and foreign EDD-services and Internet-resources on EDD.

To illustrate the structure of a section we'll disclose the section "The Model of an Intermediary EDD-Service". Its structure is as follows. Texts: description and figures of possible technological schemes and necessary technical base, tables with e-mails, names and URLs of EDD-services to establish contacts. Demonstrations: links to EDD-services and Intermediary EDD-Service. Illustrations: examples of contracts on cooperation, possible versions of publicity for users, letters to solve organizational problems. Practical assignments: to make a pre-designing investigation of the library, to determine possible users and an

average number of orders, necessary technical base, to decide what libraries will the main providers of electronic copies, etc. Questions for self-control. E-mails for feed-back and on-line consultations.

5. Some general remarks

The work at the textbook has been started thanks to the initiative of the Siberian Center of Continuing Professional Education of Librarians in the State Public Library for Scientific and Technical Literature with the Siberian Branch of the Russian Academy of Sciences. But to make a true interactive textbook we discussed with our colleagues in different cities how to use real systems for training, asked them to play the roles of experts and consultants, invited them to send us information about their services and do it each time after updating. The textbook will be continuously updated. We would like to invite to co-operation all those interested in EDD to put us questions, send their remarks and wishes.

Now the text-book is in Russian. Maybe, if we'll understand the need, it will be translated into English, although we know that organizational and technological models in Russian EDD-services differ from those in European countries and the USA. Nevertheless, EDD as a means of access is the technology of interaction, an important characteristics of any library and one of the mechanisms of forming libraries without borders. Thus, despite different models, languages and prices libraries are doomed to co-operation.

Conclusion

The textbook presented is accessible at the servers http://www.spsl.nsc.ru/lisa/index.htm (Novosibirsk) and http://www.shpl.ru/docdeliv/list (Moscow) in the centers of continuing education of library personnel. Now it is being installed at the server of the Association of EDD-services in Russia. Its URL is www.edd.ru. Certainly, it is only the beginning of a continuing work and the textbook is to be renewed and developed until it is in active use.

A world-famous Russian physicist Lev Landau used to say that educating is a favorite occupation of women. Librarians are mainly women. So, the authors do hope that reading their interactive textbook will be not only useful but also an interesting and exciting occupation.

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Advocacy for democracy: the role of library associations

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Abstract

Libraries have always played a key role in the development of an information literate populace that can participate as informed citizens in a democratic society. Libraries also uphold and champion intellectual freedom and right to free access to information. The American Library Association supports libraries and contributes to the goals of a democratic society through educational programming, legislation and litigation, and advocacy. The following paper outlines the advocacy activities and initiatives of the ALA and its units, including the Office of Government Relations and Office for Information Technology Policy in Washington, D.C. and the Office for Intellectual Freedom.

Paper

Good afternoon. I am Bill Gordon, Executive Director of the American Library Association. I am very pleased to be here with you today to discuss the role that our association plays in advocating for democracy.

Those of us here at this meeting represent many countries and many cultures. We represent libraries of all types and all sizes. Our library users are people of all ages, all religions, and all races. We are a diverse group and we represent and serve even more diverse constituencies.

We would all agree, nevertheless, that what brings us together is more compelling and more important than any seeming differences. We are librarians. Our common language is the language of information. Our common community is the community of library users -- in schools, universities, public libraries and private industry. Our common work is providing access to information, freely and impartially, to all who seek it. Our common history spans centuries and geography, encompassing everything from the great library of Alexandria to a one-room community library/museum in Hope, Alaska that won an ALA award for excellence in building design in 1993. Our common future includes the Internet and e-books, digital information and wired communities, virtual buildings and global information sharing.

Throughout the proud history of our profession, librarians have recognized and championed the power of the printed word in a free and open society. There is no right more fundamental to a democracy than the right of all citizens to information. There is no greater danger to a free society than the loss of freedom that occurs when access to information is restricted. In the turbulent history of recent generations we have seen books burned by those who would deny citizens the right to read. We have seen newspapers and other media censored by those who would deny citizens the right to know. We face constant challenges from those who would take books off the shelves of our schools and public libraries because the content is seen to be too sexual, too violent, too right-wing or too left-wing, too religious or too dangerous to religion, to be *"safe"* for our users. We continue to confront the few who would impose their viewpoints on the many.

We also face challenges as associations from those who would advance their own agendas by misrepresenting our roles and our missions. ALA has been attacked by organizations and individuals who charge that we are sexualizing America's children by exposing them to pornography on the Internet. There are groups that have used their platforms to espouse their points of view and discredit the ALA position on free speech and access to information.

How are we as librarians and association managers to respond? How do we advocate for democracy, for libraries, and for ourselves?

We begin by keeping in mind the importance of associations as advocates for democracy. We provide a forum and a vehicle that allows the voice of librarians to be heard. We create a framework that enables libraries and librarians to increase their effectiveness in empowering the public to participate in a democratic society. We speak out on behalf of our members to promote the free flow of information for all people.

At the American Library Association, our tools are education, legislation and litigation, and advocacy. I'd like to tell you about some of our initiatives in each of these areas.

We educate our members through programming at national and regional conferences, through our publications, and through special initiatives of the association and our member leaders.

Advocacy for democracy will receive particular focus at ALA this year. Our current President, Nancy Kranich, has chosen *"Libraries: The Cornerstone of Democracy"* as the theme for her presidential year. She has stated that *"An informed public constitutes the very foundation of a democracy. Libraries are the cornerstone of democracy in our communities because they assist the public in locating a diversity of resources and in developing the information literacy*

skills necessary to become responsible, informed citizens who can participate in our democracy." One of Nancy's first initiatives as president was the creation of a tool kit outlining ways that libraries can serve as a resource in the electoral process. The kit is being distributed to all of ALA's 59,500 members in the August issue of our magazine American Libraries. It is available to you on the ALA web site. If you would like a copy mailed to you, please contact ALA's Public Information Office or give me your business card at the conclusion of this meeting.

ALA also extends its educational efforts beyond our membership to the public at large. Our Public Information Office works with regional and national media to disseminate our message and highlight the positive impact of libraries in American communities. We are embarking on a major 5-year public awareness campaign as part of our current strategic plan, ALAction 2005. In this plan, we establish ALA as the leading advocate for the value of libraries and librarians in connecting people to recorded knowledge in all forms, and for the public's right to a free and open information society. Democratic values and ideals shape the programs goals, which include increasing support for libraries and librarians by communicating clearly and strongly why libraries and librarians are unique and valuable; serving as the leading voice for equitable access to knowledge and information resources in all formats for all people; becoming a leader in the use of technology for communication with, democratic participation by, and for shared learning among our members; and becoming a leader in continuing education for librarians and library personnel.

One component of ALA's educational mission of which I am particularly proud is ALA's Spectrum Initiative. ALA recognized the need to recruit a diverse professional workforce that is reflective of the communities we serve. In 1997 we announced a three-year program to recruit applicants and award fifty annual scholarships of $5,000 each to students of color to enroll in graduate programs in library and information studies. The success of the Initiative has led to its continuation for a fourth year and a recent commitment by the ALA Executive Board to donate $1 million to an endowment to continue the scholarships into the future. We see this as an investment in libraries, in our communities, and in democracy.

One of the most fundamental components of a democratic society is the legislative process. ALA has become increasingly aware of the impact of legislation on libraries and the public's right to know, as our state and federal governments consider issues ranging from funding to privacy, pornography and Internet filtering. Our Washington, D.C. office, which was established in 1945, has been strengthened to include an Office of Government Relations and an Office for Information Technology Policy. Together they closely monitor and analyze proposed legislation affecting libraries and information, and they promote the best interests of libraries, library users, and the public at large in a broad and complex range of legislation, regulatory and public policy issues.

The Washington Office also sponsors two events which are directly tied to our democratic process. The first is Library Legislative Day. Each year in May hundreds of librarians and library supporters from all fifty states come to Washington, D.C. They are briefed on current legislative issues and then they fan out to speak with their Senators and Congressional representatives about the crucial importance of libraries. The 27th annual National Library Legislative Day will be held on April 30-May 1, 2001. This year we also sponsored a new initiative, Thank You Day, a nationwide event during National Library Week which was created to provide an opportunity for librarians to invite legislators and the press into local libraries to observe library programs and hear success

stories made possible through the support of elected officials.

In addition to legislative efforts, ALA when necessary participates in litigation - action undertaken in the courts - in support of libraries. The most compelling example in recent years was ALA's role as lead plaintiff in the Communications Decency Act litigation that was heard by the United States Supreme Court in 1997. The CDA legislation was proposed by the U.S. government with the stated goal of removing indecent material from the Internet. The ALA, along with 43 other organizations including the American Booksellers Association, the Association of American Publishers and the Freedom to Read Foundation, successfully opposed the legislation as being too vague and putting libraries at risk.

Finally, ALA supports democracy through the efforts of the Office for Intellectual Freedom, founded in 1967. The OIF performs its role as an advocate for the public's right to information in a variety of ways. The office monitors challenges to library materials and provides support and assistance to librarians as requested. The OIF has a vigorous publications program whose products include the monthly Intellectual Freedom Action News and the bimonthly Newsletter on Intellectual Freedom. It educates members through programming at conferences and meetings. It also provides special training opportunities, such as the Lawyers for Libraries training institute which is designed to equip attorneys to counsel and defend libraries, librarians and library trustees. Each September the OIF cosponsors Banned Books Week to highlight library materials that have been challenged during the preceding year. The message of Banned Books Week, and of all the activities of the OIF, is that we must uphold the freedom of citizens in a democratic society to choose, to read, and to publish, and that we must ensure the availability of unorthodox or unpopular viewpoints to all who wish access to them.

I appreciate this opportunity to highlight the many ways in which the American Library Association advocates for democracy. In closing, I'd like to read a short passage from an article entitled *"Of the People, for the People: Public Libraries Serve Democracy"* that appeared in the April 2000 issue of American Libraries. In this article, the author, David A. Tyckoson, notes that: Franklin Delano Roosevelt best articulated the role of the library in a democratic society. During the darkest days of World War II, when the future of democracy was very much in question, he told the nation: *"Libraries are directly and immediately involved in the conflict which divides our world, and for two reasons. First, because they are essential to the functioning of a democratic society. Second, because the contemporary conflict touches the integrity of scholarship, the freedom of the mind, and even the survival of culture, and libraries are the great tools of scholarship, the great repositories of culture, and the great symbols of the freedom of the mind."*

Thank you.

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A multimedia project on preventive conservation of archival and library collections

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Paper

Contexte

Background

All throughout history, libraries and archives have been the guardians of the documentary heritage of mankind. Although during past centuries the writing medium underwent only very few changes, from parchment to paper, the last two centuries have seen the recurrent emergence of the new media, ranging from daguerreotype to digital disc.

Given the rapid evolution of the new technologies, safeguarding the cultural heritage becomes more and more a concern for specialists. At the same time the participation of the entire library and archive profession is necessary. It has become equally indispensable to raise awareness among decision-makers, professionals and the public at large.

One of the main goals of the UNESCO "Memory of the World" programme is to promote the preservation of the documentary heritage of mankind. Thus a guide providing the recommended practices and listing the standards and reference literature related to preservation of documents of all kinds was published by the

Sub-Committee on Technology of the Memory of the World Programme. In order to disseminate this guide among a wider range of users, hoping that it becomes an initial or permanent training tool, UNESCO contracted IFLA to create a thoroughly illustrated CD-ROM both in English and French on the causes of deterioration of library collections and archival documents as well as on the preventive measures to be taken. Thanks to the hypertext links this CD-ROM should be able to extend the possibilities of research by providing the links with other Internet sites dealing with similar information in the preservation field.

Besides the participation of the experts from UNESCO "Memory of the World" programme who edited the Guide, the CD-ROM is the result of work and fruitful collaboration of many library an archives professionals along with their institutions. This project, directed by IFLA PAC (Preservation and Conservation) Core Programme, hosted by the National Library of France, was carried out successfully thanks to scientific assistance from the Mission on Research and Technology of the French Ministry of Culture.

Contents

Recommended practices are fundamental for the good preservation of the collections. These practices and measures are represented in the CD ROM, designed to become a working tool for all the persons in charge of library or archival collections.

The CD ROM includes six chapters:

- environment and storage
- disaster planning
- graphic documents
- photographic documents and films
- mechanical carriers
- magnetic carriers
- optic carriers
- electronic publications, electronic documents and virtual information

Each section was written by a specialist in the field. They define document types, deterioration factors and preventive measures. Some sections have synopsis.

Remedial measures are deliberately not considered here since they require the involvement of trained and experienced restorers.

Specific terms used are defined in the glossary. Hypertext links help to enhance the information on the CD-ROM by referring to other selected and constantly updated sites relevant to this field.

Each section includes a select bibliography and information on international standards already published or in preparation. These standards can be used as recommendations or specifications according to each case.

The sections are fully illustrated - the CD-ROM with 400 pictures helps to deepen our knowledge and can be used as a basis for preparation of a course or a conference.

Part of the content of the CD-ROM will also be made available on the websites of UNESCO (http://www.unesco.org/webworld/mdm/index.html)) and of the French Ministry of Culture and Communication (http://www.culture.gouv.fr/culture/conservation/fr/).

If you wish to receive a CD ROM please contact :

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A look at Rabbinic biographical dictionaries published since 1950

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Abstract

There were some early attempts to compile rabbinic biographical dictionaries, the most serious of which was a dictionary of living rabbis with addresses and brief biographies (19212). After the Holocaust, and continuing until today, a number of such works were published. Our list is representative and tries to cover different types.

Some of these works reach back into the Middle Ages, and in one multivolume project even to the "Creation of the World". But the most useful are the ones dealing with the rabbis of a defined geographic area.

While most writers are rabbis themselves, those with bibliographic training tone down the hagiographic element and concentrate on factual bio-bibliographic information.

Paper

Biographical dictionaries of rabbis as a distinct category are essentially a 20th-century phenomenon, and with few exceptions belong to the latter half of the century. It does not seem, however, that Holocaust consciousness played much of a part in the growth of this genre. I rather see here a growing feeling

that rabbis are neglected in Jewish cultural history; and on the positive side, we take note of possibilities that the existence of the State of Israel has opened up for expanded research.

Reasons for the various biographers to take upon themselves this exacting task are often seen in the prefaces. The outstanding pioneer, R. Samuel N. Gotlib in his Tents of Shem (1912) 1 wanted to help restore the lost glory of the rabbinate. Gotlib solicited information from places large and small all over the world, including the U. S., but in the nature of the case has mostly rabbis from the Russian and Austro-Hungarian empires. Gotlib is the only writer on our list who worked almost exclusively from questionnaires, and is thus limited to living rabbis. His dates of birth are not always correct, possibly because there was frequent recourse to false dates by Jews in the Russian Empire in order to avoid military service. Also, death dates were important for memorial services but dates of birth were of no great importance in the Jewish society of Eastern Europe.

In our own time a Jerusalem scholar, Meir Wunder, recently retired as a senior librarian at the Hebrew University Library, has completed in five volumes the alphabet for his Lights of Galicia, subtitled "Encyclopedia of Galician Rabbis and Scholars", begun over twenty years ago. Wunder's very extensive bio-bibliographic work meant to prove that - contrary to the prejudiced opinion of Jews from some other regions - Galician Jewry is inferior to no one in Tora scholarship. 2 A sixth supplemental volume is still to come. Wunder's entries are often very long, containing both the biographee's ancestry and where possible his descendants, plus extensive bibliographic information. He has been criticized for including rabbis who had no real connection with Galicia. But his achievement is in a class by itself. Another regionally oriented volume is Yitzchok Yosef Cohen's succinct Sages of Transylvania. 3 Cohen, who has since passed away, also worked at the Hebrew University Library. The smallest yet thoroughly documented work of this type, my own Rabbis of the Soviet Union During the Inter-war Period 4 was meant to add new material to the burgeoning study of Soviet Jewry and to show how rabbis functioned under persecution. Another small book, the only one on our list published in English, is a haphazardly compiled but nevertheless useful book, by Mayer S. Abramowitz, on a number of New England rabbis. 5

There are others whose ambitions have no territorial limitation. One such is Raphael Halperin's Atlas of the Tree of Life, begun 20 years ago and planned in 20 volumes of which 14 have been published to date. 6 Halperin's work, planned to include all periods "from the Creation to our days", has received some media attention because its author is a former prizefighter turned rabbinic scholar, but it is very difficult to use. In fact, since one would have to learn his system to use his book, and few potential users would have the patience or the time, Halperin's work is in practice usable only with the aid of a librarian.

On the other end of the scale is the index - it is little more than that - of Nathan Zvi Friedman, which he calls in English Rabbis' Encyclopedia. He includes what he calls the "Rabbinic period" (970-1970), with extremely brief entries for over 20,000 rabbis, religious leaders, and others active in teaching and propagating Judaism. 7 The work is flawed not only by many errors of all types but mainly because, once the author came upon a likely candidate for inclusion, he would enter him without any systematic follow-up of what that person did. In my opinion Friedman is only a remedy of last resort.

More serious is a book, Jewish Sages, first published in 1958 and since then reprinted twice. It includes rabbis and "rebbes" (Hasidic leaders) for the sixth

Jewish millennium, i. e. from 1240 on, in chronological order by death dates. 8 The author, David Halahmi, includes some 1,500 persons who fit his criteria, with short but useful biographical sketches and, where possible, dates of birth and death. His purpose is to show continuity and to rescue these teachers from oblivion after the destruction of their communities. Unfortunately the bibliographies give no dates of publication and there is no attempt at documentation.

Hasidic biography is a sub-genre of its own. The insufficiently indexed and sketchy but indispensable work is Hasidism by Yitzhak Alfasi. 9 Alfasi is a professor at Bar-Ilan University and a prolific writer on Hasidism. A more systematic bio-bibliographic series on Hassidic "'rebbes" unfortunately seems to have been discontinued after reaching the Hebrew letter "tet" in the alphabetic order, which is by first names. 10

It should be noted that for the purpose of these works a rabbi is usually defined as a person employed in this capacity by an orthodox congregation. Rabbis affiliated with non-orthodox movements are normally excluded, but heads of Talmudic academies, rabbinic court judges, and other persons - including women - with considerable rabbinic learning will sometimes be written up.

1. S. N. Gotlib, *Ohole Shem*. Pinsk: M. M. Glouberman, Printer, 1912. Reprinted Jerusalem: Tefutsah, 1983?

2. Meir Wunder, *Meore Galitsyah; entsiklopediyah le-hakhme Galitsyah*. Vol. 1-5. Jerusalem; Machon Yerushalayim, Hungarian Sages Memorial Project, 1989.

4. Avraham Greenbaum, *Rabane Berit ha-Mo'atsot ben milhamot ha-'olam*, 1917-1939. Jerusalem: The Hebrew University of Jerusalem, Centre for Research and Documentation of East European Jewry, 1994.

5. Mayer S. Abramowitz, *Chachmei Yisroel* [Jewish Sages] of New England. Worcester, MA, Nathan Stolnitz Archives, 1991.

6. Refael Halperin, *Atlas 'ets hayim*. Vol. 1-14. Tel-Aviv? Hekdesh Ruah Ya'akov, 1980-1985.

7. N. Z. Friedman, *Otsar ha-rabanim*. Tel Aviv : Agudat otsar ha-rabanim [1975].

8. David Halahmi, *Hakhme Yisrael; toldot hayehem shel gedole Yisrael ba-elef hashishi*. 3d ed. Bene Berak: Mishor, 1990.

9. Yitzhak Alfasi, *ha-Hasidut*. Tel-Aviv: Sifiriyat Ma'ariv, 1977. In 1995 the first volume of a new edition appeard under title *ha-Hasidut mi-dor le-dor* (Hasidism from generation to Generation). Jerusalem: Makhon Da'at Yosef, 1995.

10. *Entsoklopediyah la-Hasidut*. [Vol. 1-2] Jerusalem: Mossad Harav Kook, 1980-1986. Vol. 1 is a bibliography of books by Hasidic authors, while vol. 2 consists of brief but documented sketches of "rebbes".

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Partnering Services between Public Libraries and Library Services for the Blind: A Canadian Experience

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Abstract

This paper discusses the development and implementation of an innovative, cooperative model of library service for blind and print disabled Canadians. The ultimate purpose of the model is to advance information equity for blind and print disabled individuals, wherever they live, by positioning the local library as the primary service point for access to information. It is a model based on cooperation, and more importantly, the integration of service to blind and print disabled individuals into the mainstream of library service

Paper

Introduction

"For the raindrop, joy is entering the river." – Ghalib

As we enter the twenty first century, the global trend towards strategic alliances has become much more than a management fad. For businesses, non-profit organizations and public services including libraries, it is a necessity. Whether it is called partnerships, consortia, linkages, or networks, this emerging phenomenon recognizes that there is substantially more to be gained by

working together, than working alone and in isolation.

The VISUNET:CANADA Partners Program, a partnership between public libraries and library services for the blind, represents a model of library service that embodies a shift from competition to cooperation, from on-site ownership to user-driven access. It is a model that transforms the library's role from that of simply acquiring and storing collections to actively facilitating access to the world of information whether it be in digital format, braille, large print, text, or recorded format. The ultimate purpose of the model is to achieve equitable access to library and information services for Canadians who are blind and print disabled.

Background

To understand the context for the development of this seminal partnership requires an awareness of Canadian library services for the blind. Geographically, Canada is the second largest country in the world, with a relatively small population spread over ten provinces and three national territories. Public, school, and academic libraries come under provincial and territorial jurisdiction. While provincial and federal human rights legislation guarantees equitable access to public service for people with disabilities, there exists no national library policy or strategy promoting the right to library service for blind and print disabled individuals. The National Library supports a union catalogue of accessible formats, but does not function as a delivery network for information services to the blind and print disabled

The Canadian National Institute for the Blind (CNIB) Library, a private, charitably funded organization, has assumed a leadership role in the development and delivery of service to blind and print disabled Canadians. CNIB Library is the largest producer of accessible formats in Canada, and provides transcription services and postal distribution of materials to blind and visually impaired individuals across the country.

In the past, CNIB Library and public libraries have worked alongside each other, parallel streams in the delivery of service, both struggling to deliver equitable library service, but never merging. Ultimately, the blind or visually impaired individual was the loser in this equation. Seeking information or reading material, the library user would have to contact individually the CNIB Library in Toronto and/or the local library (academic or public). In both scenarios, the library services available are less than adequately equipped or funded compared to services for print users. To illustrate the point, at Calgary Public Library where I work, we offer our print reading community a collection of over 2 million titles. By comparison, for our blind and visually impaired community, we have available approximately 14,000 titles in accessible format. When you compare that to the print collection it represents .007% of the collection to serve over 4% of the population who have print disabilities.[1] Calgary Public Library, like many Canadian public libraries, is very committed to serving blind and visually impaired individuals. We do provide accessible formats, adaptive technology, an accessible web site and well-trained staff. But working in isolation and in a country that has no national strategy for providing service to the blind and print disabled, we fall short of what is required in an information age to adequately serve this growing community.

Clearly, in Canada, as in any nation where there exists the will and determination to provide equitable library service, shared resources and cooperative services must be part of the strategy in attempting to achieve

acceptable library standards and benchmark service.

Making the Partnership Possible

VISUNET:CANADA Partners Program was launched throughout the province of Alberta less than a year ago. This innovative partnership between CNIB Library and local libraries across the province would not have been possible even ten years ago. For this partnership to be achieved successfully certain elements were essential:

- Technologies that enable institutions to work independently yet be seamlessly linked regardless of geographic location. Industry Canada, a federal government department, has a vision and plan to make Canada the most connected country in the world. Through its Community Access Program it has been actively connecting all rural, remote and urban communities via the Internet.

- A dynamic shift in defining library service and resources as access rather than ownership. This shift had to occur in both publicly funded libraries and the privately funded CNIB Library.

- The launching of this partnership was made easier in the province of Alberta where a province-wide multitype library consortium has recently been established. The Alberta Library (TAL) brings together public and academic libraries with a vision of "universal barrier-free access to information and ideas, delivered in a dynamic model of cooperation extending beyond walls and beyond current levels of performance." Essentially, through TAL, one library card makes available the information resources of over two hundred libraries throughout the province. It means that there is no longer a territory for information. What exists in one locale belongs to everyone in the TAL network. This innovative interconnected model of service delivery expedited the addition of CNIB Library as an additional node of service that would expand the resources available to blind and print disabled individuals.

Defining the Partnership

The VISUNET:CANADA Partners Program was established through the leadership of the CNIB Library. In 1996, a steering committee of committed service providers and blind clients from across Alberta was brought together to identify and address the barriers to information equity as part of partnership development. The Alberta Access Project team adopted the principles of the CNIB Library Advocacy Program:

- **The "right to know" is a fundamental citizenship issue in our democratic society in Canada.** Blind and print disabled Canadians have the same right as their fellow citizens to publicly funded library service in their schools, colleges, universities, and local communities.

- **If a "book" exists, it is available.** Resource sharing among all libraries and information resources centres is essential in ensuring that resources in alternate formats which exist are readily available to blind and print disabled people.

- **Each individual's need will be recognized in serving the whole community.** Library service for blind youth will not be compromised for

library service for the growing population of older blind people. Choices must be made and resources focussed in managing the service.

- **Equitable access to information is a technical issue for blind and visually impaired people.** A blind person is NOT less able than others to access information and gain knowledge. Blind and visually impaired people require information, generally published in print format, in alternate formats -- braille, large print, audio, descriptive video, and electronic.

- **Information infrastructures must be "front-ended" with relevant technologies in order to achieve access equity for blind and visually impaired people.** Information technologies must be implemented at the stage of design/production/organization when the cost is marginal in comparison to the cost of retrofitting after the fact.

- **Braille literacy for blind and visually impaired individuals is as essential as print literacy for sighted individuals.** Blindness is censorship enough.

The planning and negotiation process for the partnership between CNIB and TAL was thorough. Questions such as "What do we want to achieve through the partnership?" and "What resources can be committed to this relationship" had to be resolved before the partnership could be implemented. The contract between TAL and CNIB was signed in October 1999, and will be reviewed on an annual basis.

What the Partnership Offers

The VISUNET:CANADA Partners program opens up a virtual library to blind, visually impaired and print disabled Canadian. It is a rich library that can be accessed from home , office or through the local library. Through VISUNET:CANADA the local library has access to three components:

VISUCAT - an online catalogue developed using MARC standards that provide information about the multi-format collection at CNIB Library. Through the catalogue, local library staff or clients can place holds, determine status information on patron loans, or check holds placed on materials for delivery to clients. Staff at local libraries can also use VISUCAT to register CNIB clients or modify the client's reader profile.

VISUNEWS - a module developed to deliver current, full-text Canadian newspapers, magazines and other publications through computer or telephone, in French and English.

VISUTEXT - a module providing access to books, encyclopedias, magazines and other publications available in electronic format in the CNIB collection or on the Internet. Through VISUTEXT a user with password access can download a document or electronic book and produce it in hard copy braille, refreshable braille or voice output.

The most tangible benefit of this innovative partnership is the expanded resources and services that the local library can now offer to their blind and print disabled community. However, of equal relevance, is the fact that through this partnership community libraries have had to really look at what they offer a growing print disabled community and begin to actively address the issues of inequitable service and resources.

Implementing A Successful Partnership

To ensure the partnership between CNIB and TAL achieves its full potential the following are key elements in the implementation:

- **training** - the partnership cannot work without adequate training of staff in the local library. The training program includes instructions on how to search and use VISUCAT, and the resources offered. Also, as part of the training, a blind library client spends time with library staff providing sensitivity training and reviewing accessibility issues.

- **integration into mainstream services** - an important principle of the partnership is that blind and visually impaired users should be able to visit any local library and receive access, directly or indirectly, to VISUNET:CANADA, and other sources of accessible formats.

- **advocacy and promotion** - to receive optimum use, community awareness of the partnership and the resources offered is essential. The partnership is promoted in schools, community newspapers, libraries and other venues. Also, promotion of the partnership is incorporated into training of new library staff.

- **evaluation** - the partnership is just in its first year of implementation, but evaluation of its use will be an important part of ensuring the program is effective.

What the Partnership Means

On the very day that Calgary Public Library launched its partnership with CNIB Library, a young blind girl walked into the local children and young adult's department and requested three books in braille. The Calgary Public Library did not have the books in the format she required, but because of the new partnership, library staff were able to immediately search VISUCAT and request the items. The next day the books were crossing the 3,500 kilometres to our young reader. This is how the partnership works: seamless delivery of service.

Since the implementation of the partnership, Calgary Public library has responded to many requests for materials in accessible format. These requests -- whether it be for current books on cancer, a biography of the poet Shelley, or an electronic text -- could not be immediately satisfied with the resources at the local level, but ultimately could be filled through the partnership with CNIB Library.

While the partnership is about expanding resources, it is also about choices and service. The partnership means that a CNIB client or any individual with a print disability can phone, e-mail, or visit their local library and receive personal service no matter where the resources are located. It means the integration of service for blind and visually impaired individuals into the mainstream of library service. As that blind six year old girl who first took advantage of the partnership said, "Now I can go to my local library with my family and select books for me too!"

Conclusion

This model of partnership between CNIB Library and local libraries in Alberta offers so much potential and promise. For people with print disabilities it is the promise of equitable access to information, reading and lifelong learning. For libraries, it is the potential to mine the resources of the global/electronic village and achieve a vision of a world library of accessible format materials.

[1]This figure does not include individuals with learning or reading disabilities. It is estimated, in Canada, that an additional 10 - 14 percent of the population have difficulty reading print material due to reading or learning disabilities.

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Libraries without resources: towards personal collections

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Abstract

The main function of the library of the future is to provide access to electronic sources stored elsewhere. In order to comply with the users' needs, therefore, flexible license scenarios are necessary.Another future function of the library will be to set up and maintain a personal alerting system and to assist users in organising their own information, which should be integrated as much as possible in specific work processes of individual users.

This means that the library of the future no longer provides a collection of information in the traditional sense of the term, but an access to that collection. The library's tools, facilities and infrastructure enable users to create their own information systems: collections consisting of links to information sources relevant for their personal use.

Paper

Towards the creation of digital libraries

The first wave of library computerisation took place in the seventies. During that period manual back-room activities, such as acquisition, distribution and cataloguing, were turned into computer-controlled activities. As a result, the

library's traditional customers had to fundamentally reorient themselves to the new way in which bibliographic information was now becoming available, that is through an on-line public access catalogue (OPAC). This period also saw the introduction of the first local bibliographic and indexing databases, as well as various other databases. During the second wave of library computerisation, which started in the 90s, the focus was on the deployment of computer networks providing access to remote electronic information by means of library information systems. Access to electronic information is no longer limited to so-called secondary information (catalogues, bibliographic databases). Primary information has now become electronically available as well. For instance, users will have access to the electronic full-text versions of scientific journals. Electronic textbooks and readers enable users to consult information outside the library, i.e. at the professional and private workplaces of the library's traditional customer.

It is crucial for us to recognise that all traditional library activities are being affected by this innovation. Within this context we can distinguish a number of trends.

One very important trend is the decreasing prominence of the library's physical collection, and the corresponding increase in the importance of information reference. The library is developing into a gateway, referring users to information irrespective of the location where that information is physically stored.

A second trend is taking place in the traditional appreciation of library tasks as some kind of overhead. This view will soon be completely out of date. In the future, library tasks will be regarded as directly productive forces. It is becoming ever more difficult to distinguish between the actual provision of information and the various processes in which that information is used. A university library, for example, is connected to a university, whose primary tasks are education and research. At its most fundamental level, education is characterised by the transfer of knowledge from teacher to student. The traditional borderline between knowledge transfer through teaching on the one hand and the provision of information by the library on the other is fading fast, due to the use of information technology in education. To a growing extent, library services are blending with the teaching process. Similar trends can be observed in the process of research and in other primary processes supported by library tasks, for example in policy-making and legal consultancy.

A third trend is eroding the self-evident position of the library in the process from information production to information consumption. However, while some of the traditional library tasks are under threat, new activities also present opportunities for strengthening the library's position. In order to understand the way in which the library's activities are influenced by the implementation of new technology, we should take a look at the so-called information chain. The role of the library is often described as one link in that chain. In the traditional information chain the main functions, i.e. the production, distribution, acquisition, and consumption of information, were always accommodated in strictly separated stages. However, the configuration of functions within the information chain has begun to change, and within this changing constellation all the parties involved are struggling to determine their positions. These developments show how important it is for those parties to innovate themselves and to experiment creatively with new roles instead of adhering to traditional patterns. Any forceful attempt to preserve the old structure will not only impede any development as such, but will also expose that structure to the increasing threat of arbitrary disintegration. One of the conclusions to be drawn from this

analysis is that libraries should try to become publishers of electronic documents instead of merely relying on agreements with commercial publishers.

At this moment the full and long-term implications of these developments are far from clear. One effect might very well be that the role of the library as an institution becomes less obvious. It is quite conceivable that the functions performed by the library in society and within institutions will merge with other functions that are performed by other parties than traditional libraries.

Access to electronic sources

Licensing
One of the distinguishing features of the digital library is that it provides access to digital information irrespective of the location where that information is stored. A modern library's policy should aim to make as much relevant information as possible accessible by electronic means, while allowing the library to retain paper subscriptions where necessary. A library can of course store information on its own server, but in general this is not very efficient unless the data involved is information in respect of which the library itself fulfils the publisher's role. Most of the information to which the library provides access is stored on servers of publishers or intermediary organisations. How can the access to that information be guaranteed? In practice, a number of possibilities can be distinguished.

1. Free access. This holds especially for Internet sites.
2. Full licenses for well-defined user groups. University staff and students are examples of such user groups. The costs tend to be high; quite a few scientific journals combine such licenses with compulsory subscriptions to paper journals, and sometimes include long-term non-cancellation clauses.
3. Licenses for well-defined user groups with a maximum number of concurrent users, an extreme variant of which would be to restrict access to one user at one specified workstation.
4. Pay per view licenses
5. No access.

Ideally, users have access to all sources of information. The financial conditions may of course vary among the different information sources and user groups. This ideal situation cannot be achieved unless flexible arrangements are in place between libraries and publishers. For that purpose, the automatic paper subscriptions in licenses for access to electronic information should be cancelled.

There are three main workable variants for licenses.

1. Free access.
2. Full licenses for well-defined user groups.
3. Pay per view.

Combinations between variants 2 and 3 will increase flexibility. Suppose a publisher has 500 journals, all of which are electronically available. Suppose also that 300 of these can be considered to be part of Library A's core collection. In this case, an effective model would grant the library full licenses for those 300 journals and pay per view licenses for the other 200. If any of the 200 non-core journals is viewed so often that the pay per view price exceeds the full license fee for that particular title, the pay per view license is automatically turned into a full license. Conversely, the journal in the core collection that is

consulted least often would be transferred to the pay per view collection. This model also allows for the flexible incorporation of newly published titles, starting with a pay per view license. Subvariants are of course possible. For instance, the parties might agree to a reduced full license price that gives pay per view rights at a reduced fee.

The main point is that the defined user group has access to all information sources, the price of which may differ per source depending, among others things, on the available budget. Such an arrangement would obviously call for adequate administrative tools to obviate the risk of users being continually confronted with administrative processes (a problem inherent to this type of flexibility), such as repeated requests for a password or a credit card number.

Information retrieval
Publishers often present their electronic databases with the help of a user-interface developed specifically for their own products, and tend to regard that interface as an added value item. However, this approach presents a number of problems.

Firstly, given that they are geared towards the "broadcasting" of information, such interfaces generally fail to take into account the users' wishes in a sufficient manner. This is not surprising, since most publishers only maintain limited contacts with end users.

Secondly, these interfaces are developed mainly for the publisher's own products. Some publishers, e.g. Elsevier, have successfully opened their interfaces for use by some other publishers, but those interfaces only provide access to a limited amount of information. Intermediary parties, such as subscription agents, also offer access to databases through their own interfaces. Again, however, the amount of information accessible through these interfaces is quite limited.

The consequence of this from the user's point of view is that he/she will have to perform the complicated task of scanning the information sources from different publishers by means of different interfaces. In other words, if you look for information you will have to know by which publisher it is offered in order to find it. From a user's point of view this is highly inefficient, to say the least.

Technically it is possible to offer a software solution to the multiple interface problem. There are different types of software available that perform information retrieval tasks independently of the interfaces developed by the publishers. In order to do so, they need direct access to the structured data of the publisher's information sources (coded mostly in very effective XML or SGML). Utrecht University Library has implemented software that enables this type of information retrieval (Muscat). In practice, however, there are obstacles that prevent this solution from realising its full potential. Several publishers are rather reluctant to provide access to their structured data, or ask a high additional fee in return.

In effect, we are confronted with a situation in which publishers impede the information retrieval process. Given that it is often impossible to buy pure content without any retrieval interface, the libraries are forced to pay additional fees for interfaces which actually prevent the user from effectively retrieving the information they need. The publishers justify the price they charge by presenting this as an added value 'service'.

As observed above, due to inflexible license structures users only have access

to a fragment of the full academic (worldwide) collection. The 'partitions' which the publishers create by offering a multiplicity of interfaces divide this fragment into even smaller sections. The resulting restrictions in the access to scientific information cause that information to be consulted less frequently than would have been possible without those restrictions.

In our view, information retrieval is not a service to be delivered exclusively by publishers. The libraries in particular have an important role as facilitators of the navigation possibilities available to the users. There are several reasons for this. Traditionally, libraries operate in close contact with their users and communicate with them in order to establish specific user needs. We should take into account that the users' information retrieval needs may vary between organisations in different environments, for instance between a library that serves government institutions and a university library. Furthermore, user demands may vary between different disciplines. Chemists would obviously make different types of demands on library services than theologians.

The user as a librarian

If libraries know who their users are, have developed good and close relationships with them and are also well informed about user demands, what possibilities do they have to further improve their services in a changing technological environment? The first thing they must do is prevent themselves from becoming an obstacle in that new environment as a redundant logistic or functional intermediary stage in the process. In other words, the libraries themselves should become invisible. The invisible library could offer the following services to its users.

a. Search facilities
Search facilities are subject to a number of basic user requirements, the most important of which can be summarised as follows.

Users will want to be able to start the search process immediately, without first having to study complex interfaces and codes. They are looking for information and cannot be expected to be interested in the technical structure or format of the data involved. Neither are users likely to be interested in the origin of the source (the identity of the publisher or intermediary), or in the location where the information they need is physically stored. They just want to find an answer to a particular question. During the search process, moreover, users will only want to be presented answers that are fully relevant to their question, without being swamped by thousands of articles only marginally related to the subject.

These general user requirements must be translated into functional requirements that the Information Retrieval (IR) system should be able to fulfil. Most importantly, the IR system is required to:

- allow search questions to be asked in natural language;
- allow all data sources to be searched simultaneously on the basis of a single search question;
- make use of high-quality and professional software (including high recall and precision scores; most software developed under time pressure by unqualified staff fails to meet these strict criteria)
- enable users to search through sub-collections of the sources, which implies that it must be possible for the sources themselves to be divided into sub-disciplines so as to reduce the search domain. These functional requirements are clearly derived from user needs and should serve as guiding principles in the purchase or development of IR systems.

b. Personal alerting system
It is vital to provide an easily accessible information universe which the user can enter independently provided he is equipped with the proper IR tools. In addition, the user should be served by his own personal assistant, who offers packages of information tailored to the user's individual reader profile. Such assistants have already been created in self-learning software known as intelligent agents technology. These assistants, or agents, are used in the construction of a personal alerting system. The set-up and testing of such personal alerting systems is the responsibility of support organisations, for example university libraries; their use requires no additional intermediaries. Researchers, teachers and students will all make use of this tool independently and will only require assistance from the library when they need specific instructions or are confronted with specific problems.

c. Personal homepage facilities
The traditional library organisation was characterised by a decentralised structure in which individual libraries were found in the locations where teaching and research activities actually took place (mostly in the university professors' rooms). In order to improve efficiency, to solve logistic problems and, above all, to cut costs books and magazines were relocated to central or faculty libraries. Double subscriptions were cancelled. While obviously provoking some protest from among faculty members, this operation was in many cases inevitable.

Due to the advent of the Internet and electronic sources of information, the physical location of those sources has become irrelevant. From behind a PC in his or her own office, today's scientist has access to a range of sources that is incomparable to the access provided by the traditional library in the professor's lecture room. While the range of sources offers clear and major advantages, its very extensiveness also causes a number of problems. Some of these can be obviated by IR systems and personal agents, but more tools are required; tools that help the user to create and manage his/her own limited but tailor-made collection. These tools allow the scientist to become a librarian himself, but a librarian who has no other clients. Scientists need tools to perform this role, tools that help them organise their own articles, research data, teaching material, etc.; tools which respect the preferences of their users and can deal with even the most idiosyncratic approach to building up personal collections. It is one of the library's tasks to make such tools available. They can be described as the creation of facilities, the supply of user instructions for those facilities and the provision of assistance when problems occur, and are all consistent with user demands.

d. Facilities for the integration of information services in the user's primary processes
Information cannot be separated from the purpose it is used for. At universities, that purpose can be found in the primary processes of education and research. This is why the university library's tasks are focused on the integration of information services in the user's primary processes. Such integration is not achieved automatically, however. We shall present an example from the world of teaching to illustrate our point.

A teacher who is preparing a new online reader will need access not only to all relevant sources and search and selection tools, but also to online publishing facilities. These may be templates provided with conversion programmes which adapt the content (text, image, video) for presentation on the world wide web, or old readers already converted from the old, illegible formats to formats that

enable the teacher to cut and paste selected items for use in his new reader. They may be interfaces for database publishing, or administrative procedures that affect the available space on the server, security measures or technical privileges granted to the teacher in question. Another example is the virtual 'primer'. In addition to preparing new material for their lectures, it is not unusual for teachers to draw up primers for their students, including books, journals and other sources of information which the students are supposed to read within the context of the course.

In these examples, the tools that help teachers compile virtual primers and the online publishing facilities are perfectly geared towards the primary process. The library consists of information and software and has been fully integrated into the teaching process.

e. Interactivity
The tasks of the library may reach beyond the efficient and effective supply of information. Researchers do not merely consume information, but also communicate intensively with their colleagues. When they read a scientific article, many researchers will want to respond, ask the author questions or give critical comments. In effect, the first academic journals, which appeared in the seventeenth century, supported this type of academic dialogue. The exchange of research results and attempts to refute and validate them through debate and comments are no less important than the access to the relevant sources of information.

Given that library tasks focus on improvement and facilitation of the entire primary process, it seems obvious to extend them so as to include the facilitation of academic communication. The user not only creates his/her own library; via the library access, he/she can actually participate in the academic dialogue with colleagues. This is why the provision (and maintenance) of linkage between interaction facilities and sources of information should be included in the library's task package.

The integration of the library in primary processes can advance to such a degree that the library becomes altogether invisible as a separate institute. The user takes on the role of the librarian. He gains access to a vast amount of information and is provided with a set of tools and aids that will help him extract the data he needs and arrange and process it in the manner that suits him best.

Consequences for collection management

In the previous paragraphs we presented a view on library services in which libraries provide access to as much electronic information as possible and offer additional services that enable users to organise the sources of information they need for personal professional purposes.

In discussions about the future of the library, the 'collection' tends to be seen as a concept that will continue to play a prominent role. The question is whether that prominence will be borne out by future developments. A key feature of collections is their status as sources of information gathered for the benefit of the library's users. This implies that the information they contain has been deliberately selected. However, this kind of explicit and deliberate selection is absent from most of the library services described above. The library provides 'anything, anytime, anywhere' from the collection of high-quality academic sources. The financial conditions may differ (campus-wide license or pay-per-view), but these are not so much influenced by a library's selection than

by the actual behaviour of its users. In other words, it is not realistic to regard the provision of access to electronic journals as an activity that forms part of a library's 'collection'. These sources together constitute something like a universal collection, which will continue to grow. We are witnessing the advent of a truly global certified scientific collection. In this view, it is no longer the library that decides which data to select, but the individual user himself. The user can arrange the information sources relevant to his own professional needs into a tailor-made collection with the help of the tools presented by the library, organise those sources according to the use he expects to make of them, and integrate them into his own publications or educational programmes.

These considerations do not apply to certified sources, such as freely accessible sources on the Internet. In that area, libraries will continue to be responsible for the selection of high-quality scientific material; a selection in the form of pointers, sets of references. However, the selection of material is not the prerogative of the library. On the contrary; the library should restrict itself primarily to the collection of references (bookmarks) which in turn are collected by scientists for their own use. As a secondary task, the library should (automatically) cancel double references, arrange references into disciplines and present them via homepages. These activities are necessary in order to allow the various IR tools and agents to function optimally and to visualise the designated sources.

In this field, cooperation with scientists will be extremely efficient. Far-reaching forms of cooperation among the libraries themselves are also quite conceivable. What is known in the physical world as the alignment of collection formation profiles, or priority area formation, is, understandably, only rarely successful. This concept may yield countless advantages for the virtual selection of Internet sources. The task of designating quality sources can be distributed due to the very fact that the physical location of the information is irrelevant and, hence, allows universal access. This is because this task does not involve the development of a central collection, but rather the certification of a sub-collection of information.

From this point of view, the notion of 'collection management' acquires a new dimension. In part, collection management is limited to measuring the frequency with which the sources are consulted and the type of use that is made of them. Related to, and indeed derived from this is the management not of the collection itself, but of various types of licenses. In addition, collection management refers to a distributed process of assessment of the quality of freely accessible sources on the Internet.

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Hospital libraries and the public library system in France: how can they work together?

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Paper

For someone in hospital, "shut up" inside the four walls of a room, reading can be a marvelous escape, a way of forgetting his or her illness, anxiety and pain for a while. For a moment, a book also offers a way of entering into a special relationship with a mediator, the librarian, a friend... Reading or being read to, going to a meeting and visiting an exhibition are all things that can contribute to the patient's well-being and even recovery. The provision reading matter is now a recognized part of the quality of the hotel facilities for patients. After reviewing the state of hospital libraries in France, this paper will discuss the ways hospital libraries and other public libraries can cooperate in the light of various experiments.

1. Hospital libraries

a. Historical and regulatory background

In France, reading in hospital can be traced back to 1634, when it was known as a "distraction for the patients". It was only two centuries later (1845) that concrete measures were taken to develop it and that places were provided for reading. The Assistance Publique-Hôpitaux de Paris (Paris Hospitals Authority) was the first in 1934 to appoint a professional librarian to head the Central Hospitals library. In 1938, the Hospices civils de Lyon followed suite. It was not until 1947-1948 that circulars and administrative

orders from the Ministry of Public Health made it obligatory to set up a library in sanatoria and university hospitals. These texts were followed by the creation of some libraries, but they were only suggestions and of limited scope. In the 1950s, the concept of the "humanization" of hospitals led to an attempt to improve the way patients were welcomed and the living conditions of people in hospital, within which the hospital library plays an important part. Reading rooms were then developed and structured, but without any agreement or national guidelines to guide thinking on the subject.

May 1999 marked a new step, when the hospital sector was included in an agreement signed between the Ministry of Culture and Communication and the Secretariat of State for Health and Social Action, which was intended to promote the organization of cultural activities in hospitals. The first part of this text suggests setting up a twinning arrangement to encourage a cultural facility located in the vicinity of a hospital to offer some of its facilities to the hospital. The second part concerns the development of libraries, reading being the cultural activity most commonly provided in hospitals. This part includes some important guidelines with regard to premises, collections, personnel and training, the standards referred to being those recommended by the IFLA. The third part concerns the training of the cultural services managers who are intended to apply a deliberate, organized and high quality policy. It is still too early to say whether this text will have a decisive influence on improving the quality of the services currently provided which are summarized below.

b. The current situation of hospital libraries in France

After some limited surveys in 1970/80, in 1992 the Ministry of National Education and of Culture (Directorate for books and reading) and the Fondation de France decided to carry out a national survey. This survey covered 1,860 public hospitals (862 replies), and is sufficiently big to estimate the provision of reading facilities and to establish an interesting overview of the situation (1).

Without attempting to give a detailed assessment of the findings, a few figures and comments should be mentioned to illustrate our purpose. Most hospitals (90%) say that they do provide "reading" activity. This finding looks rather encouraging at first glance, but in fact it covers some widely differing realities. The French scene actually includes a few libraries which are managed by professionals (Assistance Publique-Hôpitaux de Paris) or which have agreements with local public libraries (La Rochelle, Dijon...), but the majority only provide a source of reading matter most of which is supplied by donations and managed by volunteers. In 93% of cases, the running of the library is entrusted to individuals who are either untrained or who have only followed a few courses and cannot meet the requirements for providing a high quality public service. The remaining 7% are facilities run by staff, and who may not be professional librarians. We are therefore faced by a mixed situation in which professionals are rare, except in the network of 26 multimedia libraries of the Assistance Publique-Hôpitaux de Paris and the hospital libraries of a few cities (Dijon, Bordeaux, Le Havre...).

With regard to the reading matter provided, the book collections available, with a mean stock of 2,900 books per hospital, consist of 46% of purchased books, 39% of donated material and 16% on loan from the public library. This method of supply, and the absence of fixed, reliable budgets make it

impossible to design a real acquisition policy, resulting in the provision of collections, which are usually old, only updated irregularly, and of uneven quality. The small percentage of documents loaned by the public library can be explained by the fact that only one third of the hospitals which responded to this survey work in partnership with their local Municipal or Departmental Lending Library. This highlights the isolation, which may or may not be deliberate, of hospital libraries and the lack of awareness of the structures of public libraries and their resources, on the part of most hospital managements.

To summarize, even though the information obtained reveals wide disparities, some constant features do emerge: variable facilities and collections, the "historic" presence of very well organized volunteers, who have the advantage of not costing anything, the virtual absence of qualifications and of partnerships with public libraries.

This national survey, which is still pertinent, has revealed the need for facilities, skills and partnerships, leading to the signature of the 1999 agreement already referred to.

2. Libraries belonging to the network of public libraries

Apart from a few individual initiatives, the public lending library system has only relatively recently begun to show an interest in outlets for reading intended for specific groups of people. Since the 1970s, efforts have focused on the building of modern libraries, the recruitment of qualified personnel and the development of innovative events. During this time, a network consisting of public institutions (schools, hospitals, prisons, barracks...) and private institutions (associations, company staff associations...) has developed, involving new readerships. The publication of the Pingaud-Barreau report in 1982 marked the beginning of a policy intended to cater for "all citizens, all backgrounds, all ages and all places". The need to go outside ones walls and work with partners in the non-public reading facilities used by hospital patients, prisoners, the handicapped has gradually been recognized. Some libraries have now developed partnership activities with "extra mural libraries (2)"; neighborhood libraries, company staff association, prison and hospital libraries ...

The question of reading in hospital now has to be viewed against the background of a twin process: the widening of traditional structures which are aware that they have a duty to provide all citizens with access to information (a hospital is one of the few places which unites a potential readership of all ages and social backgrounds); and the more recent development of awareness amongst hospitals of the value of relying on public services in developing cultural activities. If the provision of books is well-organized and of high quality, then a stay in hospital provide an opportunity for discovering the world of books. When the patient leaves hospital, this discovery may be continued by attending libraries, or cultural facilities more generally. The agreement between the Ministries of Culture and Health arose from this twin convergence of interest. The work of the Hospitals sub-section within the French Librarians Association [Association des Bibliothécaires Français (ABF)], has also helped to make the people involved in public reading aware of the importance of the challenge of reading in hospitals. In addition, there have been several regional surveys recently intended to provide an accurate map of the provision of reading facilities in hospitals. Partnerships and contacts have been developed between municipal/departmental

public libraries and hospitals. Even though reading policy in French hospitals depends entirely on the attitude of hospital managers, the various aspects mentioned indicate increasing awareness of the situation by the various parties involved.

3. From service provision to partnership: a small, non-exhaustive list

Cooperation between hospitals and municipal and/or departmental public libraries, at the initiative of one or other of the partners, can take several forms, involving greater or lesser levels of investment.

- **Loan of documents**

  Hospital managements very rarely provide their libraries with sufficient finance for acquisitions, and so loans from the municipal or departmental public library is often essential. In some cases, this involves overcoming the hesitations of some public library managers, who are worried about losing documents. Collective loans usually involve books or less often audiovisual materials. It may sometimes mainly involve specific types of material, such as large-print books, or audio books, which are in great demand amongst patients. Access to the collections of a bigger library is entirely justifiable. Today for example, there is a noticeable shift in the population of elderly people in hospital. Their requests, which are very specific and involve considerable numbers of books in some cases, will challenge any library that does not have a large, wide-ranging collection of material.

- **Visits to the hospital by the library-bus**

  Reading matter can also be provided by regular visits to the hospital by the library-bus, as at Givors for example. Using trolleys, two municipal librarians regularly visit all the rooms and meet a wider range of people than in the municipal library. For them, this work involves enhancing awareness of reading, because many of the patients they meet do not normally use the library or library-bus. On their trolley-rounds, they often hear "I don't know how to read " or "I don't know what to read", and these comments, which are rarely heard in the municipal library, lead the librarian reconsider the choice of documents on offer.

- **Home delivery**

  Some councils offer people who are members of their municipal library a home delivery service after they return home.

- **Events at the municipal library**

  Joint efforts are also being developed in the context of visits to the public library. Psychiatric hospitals and child psychiatric departments are generally very keen to organize visits by small groups of adults or children who are being monitored in day hospitals or undergoing long-term hospitalization. The value of this approach is to show some of these people the resources available to the public in the vicinity and to get others out of the hospital, for books are a link with the outside world. For instance, in the

Sotteville-les-Rouen area of Normandy, every month a librarian sees patients from the Rouvray hospital for a group presentation of a topic, followed by discussion and the loan of books. As well as this activity, writing workshops are set up, led by a writer and intended both for the patients and for library members. This involvement of a mixed group in a common project is very valuable, particularly if the workshops are held at different venues in the town (library, hospital...). It is a way of allowing two groups of people to discover places with which they are unfamiliar. Meeting with specific groups, which may at first quite understandably disconcert the librarian, is in fact found to be very enriching due to the intensity of the exchanges and the encounters to which it leads. It can profoundly modify the way one looks at other people and at books.

- **Training of volunteers**

Another aspect of the partnership consists of offering assistance in training the people who are running libraries. The Center for the coordination of hospital libraries at the Assistance Publique-Hôpitaux de Paris and the hospices civils de Lyon, for example, allow volunteers to attend training sessions, but this is not a very widespread practice.

- **Three examples of partnership**

Some towns, including the three examples described below, have decided to invest to a greater extent and for a longer duration in a collaborative approach.

  - La Rochelle

    The library of the La Rochelle hospital is an annex of the municipal library, a situation that is unique in France. This allows it to benefit from the advantages of being tied in with the public service: the list of books available is computerized and an integral part of the general catalogue which can be consulted remotely, there is a wide choice of books and subscription items, and the possibility of high quality professional exchanges.

  - Nîmes

    In partnership with the University Hospital, the Carré d'Art/library has opened an annex (Serre Cavalier) in a Healthcare Center for the elderly. It caters for patients and staff, as well as the general public, and this is something entirely new in France. This library, which is linked to the public library system of the town, has a collection of 3,500 documents which are regularly replaced and book-related events are open to all: exhibitions, story-telling hours, entertainments... This locale is one of the factors that make it possible to preserve or restore the link between the elderly person and his or her social environment.

  - Nanterre/Garches

    The town of Nanterre and the Raymond Poincaré (Garches) hospital (Assistance Publique-Hôpitaux de Paris) have signed a partnership agreement between their libraries. This concerns the organization of shared events: exhibitions, opportunities to meet authors and illustrators, scientists or artists... These events take place at the municipal library and at the hospital. Actors from the Théâtre National

des Amandiers regularly come to the bedsides of adult and child patients to read texts. In addition, every year, as part of their support of creative material, an author-illustrator is invited to create a new book, which is then given to the children in the infant classes of the town and to children in hospital. This creative work is accompanied by workshops, entertainments and opportunities to meet the artist in both venues. These joint activities enhance the service offered to the whole population, regardless of their situation, and stimulate the activities of the professional librarians in both libraries.

Despite many examples of high quality achievements and experiments (3), much remains to be done to persuade the people running hospital libraries to open up and work with the professionals in the public library sector and also for this provision of specific reading matter to be taken into account by the public service. Some other European countries have done a lot more than France in this field, but a process seems to have been set in motion. Equal access to information for all, openness and tolerance towards other groups of people which make it necessary to take a different approach to familiarizing people with books, enhancing professionalism and improving the service provided... the benefits of partnership between the different services are making themselves felt. In recent years, the quality of life of people in hospital has become a major concern of French hospitals, and libraries can definitely make an important contribution to this development.

Claudie GUERIN, Coordinator of the multimedia libraries and documentation centers of the Assistance Publique-Hôpitaux de Paris/Délégation à la Formation, Chair of the hospital libraries sub-section of the French Librarians Association [Association des Bibliothécaires Français], Member of the IFLA Standing Committee of the Section of Libraries Serving Disadvantaged Persons.

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2. La Bibliothèque hors les murs / Claudie Tabet. Cercle de la librairie, 1996

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Libraries got a position as a copyright partner in Central and Eastern Europe

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Abstract

This paper provides an overview of the Central and Eastern European Copyright Users Platform (CECUP) by the Project Manager. CECUP was a successful effort to raise copyright awareness among librarians in Central and Eastern Europe, and to influence the copyright legislation in those countries. The presentation will include such topics as: comparison of the laws from the 60s and 90s; exemptions in different countries; relationships between rights owners and users; and the achievements of the project.

Paper

Copyright conquered on the 90's a clear status as one of the most important matters which influence libraries. In connection with copyright, as well as with freedom of and access to information libraries were bound to a broader background and context than before. They are no more as marginal as they used to be, and library actions with the WTO Seattle negotiations (MAI campaign) at the very end of the decade still more pointed out these concrete relations between libraries and equal access to information.

In Western Europe training of librarians in copyright issues was organised on the second half of the 90's. The initiation maker and the actor was the European association of library associations, EBLIDA (http://www.eblida.org/). The

actions were financed by the European Commission. Under the names ECUP and ECUP+ (European Copyright User Platform), two rounds of copyright workshops were held in the European Union member states and in Norway. A web information resource, also called ECUP (http://www.eblida.org/ecup/), was created, It is still maintained, including more information about copyright, licensing and related matters than one can imagine. An European copyright network of librarians was founded. The first contacts with representatives of rightsowners were founded. The ECUP project manager, a knowledgeable Dutch-Italian lawyer, Ms. Emanuella Giavarra, got known as a very effective speaker for libraries and information users.

These actions resulted that EBLIDA had a good and strong lobby both in the WIPO negotiations in Geneva in 1996, and afterwards when the European Union begun to prepare a copyright directive to harmonise copyright legislation on the EU area.

A lot was happening in the European countries, too. Copyright groups were founded, legislation was influenced, articles were published and more copyright training was organised for librarians. In short, European librarians took copyright on their professional agenda in an effective way.

Central and Eastern Europe saw the same needs

In Central and Eastern European (C&EE) countries, the same need to educate librarians in copyright was recognised. Partly this came out from libraries themselves - copyright matters were presented time after time in international meetings and congresses, and C&EE colleagues could easily see that electronic environment will change their working circumstances as well. Partly the project was in the interests of the European Union. It has ten candidate members in Central and Eastern Europe (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia, Slovenia). EU wants to train different professional groups of the candidate countries in market economy thinking. To train librarians in copyright suited well in this policy. EBLIDA therefore launched an idea, to repeat the ECUP project in C&EE countries. It received positive feed-back in the European Commission.

Thus, the CECUP project (Central and Eastern European Copyright User Platform) begun in Summer 1998. The Platform was formed of ten library associations in the ten participating countries. The Steering Group of 13 persons consisted of one member from each country, and of the project manager, the project coordinator from EBLIDA and the project officer from the European Commission. (see http://www.eblida.org/cecup/info/frinfo.htm). The project was completed in Christmas 1999.

The objectives and working forms of the project

The objectives of CECUP were:

- To make librarians in the participating Central and Eastern European (C&EE) countries aware of the implications of copyright on electronic services.
- To discuss user rights in electronic services with librarians and rights owners in C&EE countries and to establish licensing principles for the use of electronic information with rights owners. These licensing principles could serve as a code of good conduct for drafting licences between

libraries and rights owners.

- To raise awareness in C&EE countries about the established European Focal Point for copyright questions and information on EU legislative developments in this area.

- To reinforce the position of C&EE libraries in discussions about copyright with the appropriate bodies in their countries.

The main working forms of CECUP were to offer a copyright workshop in each country, to make a study about copyright and libraries in those countries, and to organise the first meeting with representatives of right owners on the respective region.

Copyright legislation in Central and Eastern European countries

A big change happened in the copyright legislation of the Central and Eastern European countries from the 60's to the 90's. When the laws of the earlier period were more user-friendly, guaranteeing more user rights without remuneration, the present line is towards a more Western European policy, where the rightowners' position is better. This can be seen e.g. when comparing the old and new laws of Hungary and Lithuania. In both countries the new law was adopted during the year 1999. When in Hungary all kinds of library lending was earlier allowed without permission or remuneration (even lending of audio-visual material), the new law is recognising the EU regulations about e.g. computer programmes and databases. In Lithuania a Public Lending Right system was launched in the new copyright law, the price of which will in one form or another be paid from library budgets. The laws have also grown to be much more detailed than they used to be, and also include more definitions. This is basically an advantage: earlier laws tended to be very general, and the formulations could be read in several controversial ways.

The three-step-test of the Berne convention can be recognised in each present law. Remuneration systems for reproduction have been established, based on levy systems and administered by collecting societies.

Interesting special characteristics can also be found. One cannot find very much self-service copying machines in C&EE libraries; they have had unfortunate experiences with damaged machines, stolen papers and so forth. Instead of self-service copying, library staff do copy according to the requests from patrons. This should be and often is formulated in the law, to permit libraries to make copies for private purposes on behalf of their users.

The exemption for blinds and other groups having difficulties in reading is also an interesting case. Here, one can easily see, how important it is to formulate articles which don't confuse but give clear orders, and still are general enough. If this kind of exemption is missing, libraries are in difficult situation. This is the case in Poland and Slovenia. The definition of the target group can also be too narrow: if it says the blind, what about visually impaired? The Romanian law is referring to needs of people with reading difficulties only indirectly, as a part of the exemption for education and research, which is also causing problems. In some laws (e.g. Estonia and Lithuania) the texts refer to braille or similar reproduction methods, which is rejecting use of new technologies in producing material for these groups.

Eight out of the ten countries have a clause for library lending right in their copyright law. The most extreme opposite solution is the Slovak copyright law

from 1997. It demands that even loaning of books must be licensed by the rightowners. In practice this has not been organised yet - libraries are thus working "illegally". It is unclear, who should write the licenses on behalf of libraries, and who should pay the licensing fees. The present line is, to try to include more detailed orders in the Library Act, which is in preparation. It is paradoxical that Slovakia is one of the only two Central and Eastern European countries, where no new copyright law is under work - for the Slovakian libraries, the need would be burning!

As a part of the membership candidacy process, these countries have to harmonise their copyright legislation with the EU directives. They have been here very punctual. In Latvia, the first revision in 1993 was made in the spirit of the U.S. copyright law with the idea of "fair use", but the present draft law then is more like the Western European laws.

In most cases only the database directive of the European Union, adopted in 1996, has not been included in the copyright laws. But as we know, the next covering change will be there soon, when the copyright draft directive of the European Unien will at last be adopted.

The results and conclusions of the project

Better awareness and active influence The project CECUP achieved its goals, and went even beyond. The reaction of the audiences in the CECUP workshops as well as the actions taken by the partner library associations were more active than was expected when planning the project. This was partly due to the situation, as eight of the ten countries were revising their copyright laws: this offered a natural forum for the actions.

In all CECUP workshops the atmosphere was positive, active and learning. It is clear that after the workshops the copyright awareness among librarians has risen, as well as their ability to take part in national copyright discussions.

The good network between the partner library associations and the Steering Group members is one of the most important achievements of CECUP. The SG meetings were an important source of information, and the discussions did really put thinking forward. The members were able to enrich the project with the experiences from their own countries.

After the workshops the SG members and the partner library associations found ways to influence the copyright law revision processes in the countries were the law was under work. They published articles in their library journals and gave lectures in their annual library conferences. The copyright working groups were established in each country and were active, mainly just in law revision matters.

The State-of-the-Art report Copyright and Libraries in Central and Eastern European countries (see http://www.eblida.org/cecup/docs/frdocs.htm) is the first overall presentation about this topic. It includes lots of detailed material, like an annex with direct quotations of the C&EE copyright laws and sources of information on Internet and in paper form, as well as some descriptions of law revision projects in the respective countries. It informs about the differences and similarities in copyright practices between these countries and Western Europe.

An own website, www.eblida.org/cecup/, was established. It is integrated with the well-known ECUP web site, but is including a lot of own CECUP material as well.

Libraries got visibility in copyright context A revision of copyright law was more or less under work in all the CECUP countries except for Slovakia and Slovenia. This means, the timing of workshops was excellent. According to contacts after the workshops, at least in the Czech Republic, Estonia, Hungary, Latvia, Poland and Romania views of libraries have really been considered in discussions of the new copyright laws. E.g. in Romania the so called window-time, prohibition to buy book for library lending in the first six months after their publication, will be annulled in the next copyright law revision. In Poland, the complicated division into two groups of research libraries and information services will be made clearer. In the Czech Republic the discussion about the general line of the new law went very far without paying attention to library views. But on the last hearing in the Parliament, the situation changed, and libraries got some beneficial formulations included. The library association SKIP must be congratulated because it did not give up! On the other hand, some losses were seen as well. In Lithuania and in Estonia the last-minute-lobbying of the copy machine importers led to an exceptional formulation of the copyright legislation: the levy will be paid by providers of copy services (including non-commercial providers like libraries) instead of the importers of copy machines and copy paper which is the usual case.

From the political point of view one of the most important achievements of CECUP was the new visibility which libraries gained through the workshops. Libraries used not to be discussion partners in copyright matters. In most of the workshops also ministry officers, political advisors or even politicians have participated, who have got new information about users position in copyright matters. The response towards the more active role of libraries in copyright matters was welcomed in most C&EE countries. This was a surprise, because the attitudes among Western European decision makers are not always as positive.

Meeting with rightowners The first contact with the representatives of right owners was successful, although there were difficulties in finding interested representatives to be invited. But then the discussions with the representatives of right owners were positive. The three representatives of collecting societies from the CECUP countries commented on CECUP Position on User Rights in Electronic Publishing (http://www.eblida.org/cecup/docs/frdocs.htm) by stating that it is a very useful paper and can serve as a basis for common discussions on national level. The representative of the Lithuanian Authors Association shared this opinion, although he said that it will take a long time before the Lithuanian fiction will be found on the Internet or in any electronic form. Thus the interest of fiction writers is until now low regarding licensing matters. In fact, this statement was finalised only after the meeting with the rightowners, and most remarks made by them were included.

At the end of the first common meeting in this part of Europe ever, all participants agreed that the discussion must be continued also on international level. It is crucial to get some information about international development in licensing before signing licensing agreements between partners in these countries.

The last Steering group meeting also draw a very significant conclusion: just now, librarians in most CECUP countries are much more knowledgeable about licensing issues than any other national copyright partner. So far, only librarians needed this information, because they use international material, a big part of which is nowadays in electronic form.

The process will continue

At the beginning of this year, an application was sent by EBLIDA to the European Commission, to continue this kind of training in Central and Eastern Europe. The topic for the new round of workshops and for the next contact with representatives of right owners was suggested to be licensing. The European Commission was again very positive towards the initiative, and the new project, officially CELIP (Central and Eastern European Licensing Information Platform) but unofficially CECUP II will begin in September 2000. Some ideas about extending copyright and licensing workshops to Russia and surroundings have also been presented, but no concrete initiations have been made when writing this paper.

An overall source, see http://www.eblida.org/cecup/ Questions and comments to Ms. Tuula Haavisto, former Project Manager, e-mail tuulah@kaapeli.fi

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The importance of leaflets as an historical source and the difficulties in cataloguing them

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Abstract

The treasures found in the Judaica leaflets were mainly discovered only recently. These ephemera describe various spheres of Jewish life: History, religion, culture, folklore, economy. The leaflets were published in various languages and several Jewish dialects: Hebrew, Jewish Arabic, Ladino, Yiddish and so on. Their poor physical shape and their major function - for the time or even day they were distributed, are problematic for the cataloguer: a leaflet often lacks a title, place and date of publication are missing, as well as the author's name. But these exactly are the challenges in dealing with this kind of material, for the librarian as well as for the researcher, who can discover in them data which they cannot find in a comprehensive book.

Paper

What exactly is a leaflet (or a Broadside, or Flugschrift in German(1), or Feuille volante in French(2))?

Leaflets are printed material consisting of only a few leaves or, more frequently, one leaf only. They are written in a popular, simple language and deal with topics, which concern everyday life, with issues that are the focus of a current public argument or which attract significant attention and demand public expression. They are ephemeral because their content was meant for current

issues and most of them, being transient, were thrown away after being read.

Leaflets penetrate every corner of Jewish life: History, religion, culture, folklore, commerce. But let us start with the use of leaflets in general. According to the Reallexikon der deutscher Literatur Geschichte, leaflets are an important source for historians, especially for those who research the 16th and the 17th centuries. During that time they fulfilled the role of journals and newspapers and were a crucial tool in the religious wars, for instance.

Leaflets continued to play a role even during the 18th and 19th centuries in public disputes, for they could be printed quickly and distributed within a short time.

They were often written in a satirical or even ironic style by authors who concealed their true identity behind a pseudonym or initials. Because of the polemic character of the issues their authors preferred to remain unknown. Frequently the leaflets were written as a literary piece with a veiled political content.

The Jews adopted this means of communication but only a small part of it was devoted to literary pieces. Schirmann(2) mentions only short poems for weddings, other family celebrations and memorial tributes. Steinschneider, in his list of Rangstreit Literatur(3) mentions the "pictures of the moment" poems in no. 136 of the list.

They were often written in haste in order to spread an order of the government or of the Jewish leadership as rapidly as possible, and therefore even spelling mistakes can be traced in some.

The main problem with this kind of material is that it was not preserved(2),(3). Only in the 19th century did a few catalogues mention such pamphlets, which were collected by a few people who lived in Italy(3). It was meant for its time, the publishers were not concerned with its historical significance, and many of the leaflets, after being read and discussed, were thrown away. Only quite recently did libraries begin to give them attention they deserve, to acquire what remains of the ephemera and to develop their leaflets collection. Among those is the Jewish National and University Library in Jerusalem, which owns approximately 3500 leaves. Other collections of Judaica leaflets are in the Rabbinical Seminary in New York and in the Hungarian academy in Budapest(2).

The importance of leaflets for the researcher of Jewish history lies in the fact that they reveal apparently insignificant, uncommon aspects of the past and expose marginal phenomena which are not mentioned in comprehensive works.

This unique way of communication can be found all over the Jewish Diaspora, in Europe as well as in North Africa.

In every country only some of the leaflets have been recovered and most are in a poor physical condition, because they were not treated as books. A great effort is needed in order to restore them properly.

The leaflets were meant for a varied public, which included people of different levels of culture. Therefore they were often written in the local dialect - Yiddish, Ladino and Judeo-Arabic.

These historical facts serve as the background in understanding the many

difficulties and problems concerning the cataloguing of this kind of ephemeral material.

1. The leaflets generally do not have any title and the document starts with expressions or words like: Dear brothers, Dear holy congregation, Announcement etc. Words like those, serving as a title, oblige the librarian use other means to inform the reader of the leaflets' content. He can write a brief comment, which describes the main issue dealt with in the document. He can write a citation taken of the text in this note, or he can write a subtitle, using again the text itself. Any way he chooses, compels him to read the whole document in order to point out its main theme. If the language in which the document is written is unknown to the librarian, he has to consult with those who understand the special language as Ladino or Judeo Arabic, for example.

2. The date and/or place of publication are often missing in those leaves. Being concerned with the present, the publisher often refrains from mentioning these data, which was self evident to the reader at that time. The librarian has to decide where and when it was published. He can get assistance from the content of the document or from its external form: Its language and dialect, the form of the print, the name of the publisher or printer, if they are mentioned, the signatories, the seal, the frame, the adornment and illustrations in and around the text. If, by chance, the author is mentioned the librarian can trace the imprint according to the place and time in which the writer lived and created. Dealing with prayers in honour of an emperor, the imprint can be traced according to the period and place of the emperor's activity. In an amulet against an epidemic illness, the librarian can find assistance in the details known about the epidemic: when did it took place and in which countries.

3. The author is usually unknown, but sometimes his name is hidden in between the lines or in the first letters of each line. Sometimes the leaf is written like a riddle and we can trace the writer by solving the riddle.

4. These documents are often in a poor physical condition and the upper or lower part of the page is missing. This deformation creates a problem for the librarian in tracing essential data - the intended public, the imprint, the writer. Great parts of the text are missing and this makes the understanding of the content extremely difficult. The librarian has to use common sense and imagination in order to write a proper note which describes what, supposedly, was written in the document.

The uniqueness of this material compels the librarian to use his knowledge and that of subject specialists, who are ready to cooperate with him. He has to consult many reference books and rely on his own common sense. He must be able to compare documents in order to reveal crucial data essential to create a proper catalogue entry.

I hope that I have succeeded in showing you a glimpse of the rich, fascinating world of leaflets and have aroused your curiosity and your wish to go on and research this field of Library science and its treasures.

Note

The numbers in brackets refer to the bibliographic item.

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Project work as a vehicle for information literacy education in a circuit of South African primary schools

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Abstract

Information literacy, the development of which is accepted as the central mission of school librarians, is a necessary prerequisite for successful participation in the global information society. South Africa's new curriculum, Curriculum 2005, explicitly lists information skills as a crucial outcome of schooling - and has accordingly introduced new methods of assessment, encouraging continuous evaluation by means of portfolios and project work for example. There is already evidence however that teachers are struggling to implement the new methods - owing to gaps in their training, lack of support, and shortages of resources. Since only a tiny minority of South African schools have qualified school librarians (indeed less than a third have any sort of library), the successful development of information literacy depends on classroom teachers. The need to investigate their capacity to take responsibility for information literacy education is thus clear.

This paper reports on a two month study of the information literacy of 26 Grade Seven teachers within one circuit of 17 primary schools in Cape Town - comprising three historically advantaged schools situated in a historically white suburb and 14 disadvantaged schools in adjacent historically blackn townships. The study builds on an ethnographic field study of project work within one school in the circuit which has already been reported on (Hart,*

1999). The focus of this larger investigation is still project work - as the earlier ethnography confirmed it to be a useful window through which to view teachers' information literacy. The common ground between the so-called project method and information literacy education has been well documented. Good project work adopts a constructivist approach to learning in which learners define a problem or question and then work through a process (not always linear) of finding, interpreting, synthesizing and creating information to solve the problem.

Preliminary analysis of the data shows that most of the teachers - even in the relatively well-endowed schools of the circuit - use very few resources. Very few plug into the library and other information networks of the city. It is suggested that some of the projects are projects in name only because teachers filter new concepts and methodologies through their own deeply held conceptions of what good teaching and learning are. Moreover, it seems that an understanding of the philosophy of project work is as important as the availability of a wide range of learning materials. One of the lessons for information literacy education is the realisation that some of the more exciting work uncovered in the study exploited resources within the surrounding community - however impoverished that might be. The paper concludes with some suggestions on the need for teacher development programmes that start "where teachers are" and that encourage teachers to reflect on their long-held beliefs and the implications of these for the introduction of new methodologies.

** Although apartheid has gone, its legacy means that we still have to use such terms*

Hart, G. 1999. Information literacy education in disadvantaged schools: a case study of project work at a primary school in South Africa. School libraries worldwide, 5(1):78-96.

Paper

The paper reports on the second phase of an investigation I conducted in 1998 into the capacity of South African teachers to take on information literacy education by means of their project work.

Background

South Africa's new curriculum, Curriculum 2005, has followed the example of other countries in explicitly recognising information literacy as a critical outcome of schooling. An Information Skills Learning Programme has been developed and the Western Cape Education Department (WCED) has appointed three information skills advisors to promote it. There is a move away from examinations towards continuous assessment methods by means of projects and portfolios of work. However less than one third of our schools have any sort of library (South Africa. Department of Education, 1997) and only a tiny minority have librarians, even on a part-time basis. So information literacy education has to take place in contexts different from those described in much of the international literature. My study set out to explore these contexts within one circuit of schools and to investigate how the increase in project work might provide an opening for information skills teaching. Examination of the literature shows that, at least in theory, both the so-called project method and information literacy education share a learner-centred constructivist philosophy of learning. Project work provides a meaningful context for the development of information skills.

The study reported on in this paper builds on an earlier ethnographic field study of project work within one primary school in Cape Town - a school I named Galant Primary School (Hart, 1999).

Ethnographic field study of Grade Seven projects within Galant Primary

The original purpose of the earlier study within Galant Primary had been to take an in-depth look at Grade Seven project work with a view to suggesting ways of enhancing it for information literacy education. In the first few days within the school I was confronted with puzzling gaps and contradictions. Teachers were telling me that they were "doing a project"; and they were in early interviews using the jargon of the new curriculum. But what I was observing everyday in class seemed little different from the teacher-centred "chalk & talk" prevalent in most South African schools in the past (Kallaway, 1990). The focus of the study shifted to look more closely at teaching and learning styles. It eventually concluded that the projects I had observed were projects "in name only". It suggested that the teachers' deeply-held beliefs acted as filters for new ideas and methods. It was not that the teachers were misleading me - indeed they sincerely believed that they were progressive teachers ahead of educational change. The research in teachers' beliefs threw light on the contradictions. For example, to explain similarly puzzling gaps between teachers' versions of what was happening in class and his own, Barnes (1992) suggests that many teachers can only "frame" what happens in their classes in one way. The fact that they saw only one set of possibilities for teaching explains why the teachers in my study constantly referred to outside conditions - lack of resources, lack of parents' support, community poverty - as explanations for their classroom behaviours. The implication here is that if teachers' fundamental conception of teaching is "giving" information and of learning is "finding the right answer" then a few afternoon workshops will not help them make the fundamental shifts in thinking required for effective information literacy education.

Study of Grade Seven project work in the other primary schools of the circuit

The follow-up study, the main focus of this paper, widened the lens to examine project work within the other primary schools of the circuit. It involved two sets of interviews. Sixteen principals were interviewed, using a structured questionnaire, with a view to building a picture of what Moore (1998) calls in her New Zealand study the "information climate" within the schools. Then I conducted in-depth interviews with 26 Grade Seven teachers in all but two of the schools using a semi-structured questionnaire. The chief subject of the teachers' interviews was their management of projects.

Until 1995, the schools fell under three racially-divided education departments - three are historically white ex-Cape Education Department schools (ex-CED), 13 are historically coloured ex-House of Representatives schools (ex-HOR) schools and one is an historically African ex-Department of Education and Training (ex-DET) school. Since only one ex-DET primary school was included in the study (the only other one in the circuit is a semi-private church school and so was not included) my analysis grouped the ex-HOR and ex-DET schools as "black". Both sectors were disadvantaged in apartheid South Africa though the DET schools were always at the bottom of the pile.

Information climates of the schools: principals' interviews

My preliminary questionnaire for the principals built a picture of information resources in use both inside and outside the school. It also included questions about school policy on project work and information skills teaching.

The implementation of national teacher/pupil ratios to redress past discriminatory policies has led to a turbulent period especially in the ex-HOR schools. Class size varied from 30 to 58 with three of the teachers in the ex-HOR schools struggling with a class of over 50 learners. Schools that serve middle class communities have been able to turn to school fees to cushion the effects of the national norms. Thus all three of the historically white schools had teacher librarians - paid for out of so-called "governing body" funds. None of the black schools had even half-day teacher-librarians, though many of the ex-HOR schools had had teacher-librarians from the mid-1980s until about 1994. With the disappearance of their librarians, the position of school libraries in the ex-HOR schools has deteriorated. Only three principals claimed to have a library; while eight reported that their libraries were no more than bookstores - with an average stock of 1.5 book per pupil. Only one had acquired new books in the past year. This contrasts with the historically white schools - all of which had bought new books that year - using governing body funds. These three libraries had an average of 11 books per learner. The one ex-DET (historically African) school in the study had no library at all - having no spare room and no library books.

The situation with regard to computer and audiovisual facilities was equally barren. Only the three historically white schools had computers for teachers and pupils -with two of these having access to the Internet.

Cape Town is a large metropolis, a national and provincial capital. The schools lie no more that ten kilometres from the centre of Cape Town with its wide range of libraries and museums - including the Western Cape Education Department's teachers' library, Edulis, which sends block loans of books out to schools for projects. All the schools are close to public libraries. However, the principals seemed surprisingly unaware of the existence of these kinds of facilities. Only six had heard of Edulis, for example.

The preamble to the Information Skills learning programme in our interim curriculum points out that "information resources can be found among the people and in the environment of any community" (WCED, 1995:2). *The Basic Information Science programme* of our neighbour Namibia contends that information literacy can be developed in disadvantaged schools through the use of community resources such as local leaders and clinics (Marais, 1996: 56). Eisenberg, a leading information literacy specialist in the USA, agrees that information literacy education does not require well-endowed environments. In response to my question to the Big6 Listserv in 1997, he replied that the Big Six model was "applicable in any situation and actually, in underresourced situations students still need to solve information problems. [Students] still have a need to define the problem, decide on the best information source - textbook, notes, other people - use the information..."(Eisenberg, 1997). Surely, however, if this approach is to succeed, schools do need to build information literacy education consciously into their programmes. There certainly seemed very little awareness among the principals in my study of information skills or even of the new supposedly compulsory subject Information Skills.

Overall then, the finding of the principals' survey is that, in terms of information provision and recognition of teachers' and learners' information needs, the climate within the schools was not favourable for information skills teaching.

However, despite the obvious shortages of resources, all reported that their school regularly undertook project work from Grade Four upwards. The bleak picture I gained from the principals certainly piqued my interest as to how the teachers were coping and as to what kind of projects they were doing.

Grade Seven project work & information skills: analysis of teachers' interviews

I interviewed 26 teachers - more than 50% of the Grade Seven teachers of the circuit. All 26 had training college primary school teaching qualifications - with eight holding university degrees as well. Eighteen had more than five years' experience and eighteen had spent all their working lives at their present school. Half of the teachers claimed to have received no training in project work. Twelve teachers had no computer experience while another seven had used a word-processor only. Only one teacher had Internet experience. Only three had heard of the concept of information skills.

The teachers' interviews, including a mix of closed and open questions, had five foci:

- the teachers' experience and training,
- their views on project work in general
- details of the most recent project they had undertaken using the criteria evolved by Tann (1988) in her survey of project work in UK schools
- use of learning and information resources in their teaching in general
- an open-ended information problem - following the example of an Australian study (Todd, Lamb & McNicholas,1993). The aim was to assess their awareness of the information search as a cognitive process involving phases, as depicted in various information models (Kuhlthau, 1993).

The interviews had two strategies to uncover any gaps between teachers' "official" views and their deeply-held frameworks - of the kind I had found in the field study at Galant Primary. The first was both to ask for general views about project work and to zoom in for specific details of the most recent project they had undertaken that year. The second was to use a mix of closed and open-ended questions. I hoped that the qualitative data might provide a window on the teachers' fundamental beliefs about learning and information.

Use of resources

The teachers' use of resources in their everyday teaching was very limited. The most frequently mentioned items were books borrowed from friends and their own books. Fifteen claimed to use their local public library at least "every few weeks" but 20 teachers in the township schools felt they could not send their classes to the local library out of fear that they might get caught up in territorial gang warfare. The teachers at the only schools with a functioning library used it every week - relying on it more than any other resource. Nine teachers claimed to make weekly use of teachers' resource collections held within the schools. The WCED's Edulis seemed hardly to be used at all. Most said that it was "too far".

Twenty-three teachers said that they never used the National Film Library and all 26 never used the public library film/video collections. It was difficult to get

clear answers as to why - they just did not seem to see a need for audiovisual resources. Also the teachers working in township schools agreed that equipment was in constant danger of being stolen.

Teachers and project work

All 26 teachers said they felt positive about project work, listing various benefits and skills demanded. They all showed a theoretical understanding of project work, all agreeing that it means a move away from didactic teacher-centred methods. Most equated it with group work.

Despite the unanimously positive views given in the formal questions, scattered throughout the more open-ended responses were many doubts over the feasibility of project work in their circumstances. Here they were usually not referring to the provision of resources; indeed there was consensus that shortages of resources need not prevent project work. They were rather referring to the abilities of their pupils. Like the teachers at Galant Primary, many doubted whether "our kids" could cope with the learner-centred approaches recommended in the new curriculum. The most frequent complaint was that their pupils were unable to work on their own and that the teachers ended up having to "do everything".

On being asked to specify the learning outcomes of their most recent project, very few of the teachers in my study mentioned the kinds of skills or benefits they had listed in the more general theoretical questions. Here most talked of what they had wanted the children to learn. Similarly when asked what phases the project had gone through, all the teachers interpreted this in terms of topics and sub topics - thus in terms of content rather than phases of the information search process. Teachers seemed pre-occupied with marks but hardly any kept records of work done in the course of the project. Almost all assessment depended on the final product. They spent on average about 36% of their class time on projects yet allocated only 20% of their term marks to them. On the whole, the projects were extremely teacher-centred. For example, there seemed to be no awareness of the importance of having learners come up with their own problem or question to investigate - found to be crucial to effective project work (McGregor, 1994). The topics were on the whole very much of the "go and find out about" variety rather than problem based and very few of the projects can be described as interdisciplinary. Typical titles were: "gypsies and Eskimos", "animals", "leaves", "Sharpeville".

The most successful projects were the practical ones. One class researched the cooking of various countries in recipe books brought in by the teacher and produced dishes. Another made a newspaper, using the local free community paper as a model. One teacher had his class go out at regular intervals to measure the shadow of a stick and so make a sundial. All these have potential for information literacy education and none of them requires expensive resources.

The more focused discussion of their most recent projects confirmed the patterns of resource use described in the previous section. Teachers'own books and textbooks were the most common resources - followed by friends' books. The school library was mentioned by all four of those working within the historically white schools. Teachers were also asked what their class had had access to in the course of the project. The most common replies were the teachers' own books and worksheets. Textbooks came next and then newspapers.

My time at Galant Primary had alerted me to the danger of what Beswick in 1984 called the "tyranny" of worksheets. Of course worksheets in themselves are

not bad news for information literacy. They can serve to scaffold learning. But the ones I had seen at Galant consisted of passages copied from textbooks with key words omitted. The most frequent task was to hunt out the missing words. Teachers at Galant told me that the use of worksheets enabled them to bypass their pupils' reading problems. And indeed I found virtual unanimity amongst the 23 teachers in the other township schools that reading problems were hindering their project work. It is tempting to speculate that the reason why none of the teachers at the historically white schools reported low levels of reading might be that their learners had had access to libraries from Grade One.

The discussion of resource use has thus to consider some fundamental pedagogical issues. One of the claimed benefits of the project method is that it provides the opportunity for the application of reading and writing skills - and of course of information skills. Project work is often described as being about process rather than product. Yet the teachers in my study saw the lack of reading skills as an obstacle to project work rather than project work as a means to improve their reading. The limited range of resources used suggests that the teachers did not see project work as an opportunity for children to learn how to find, analyse and synthesise information. Only 10 spent time before or during the project teaching some of the skills needed. As mentioned above, the most frequent complaint among the teachers was that their pupils were unable to work on their own. I had found at Galant Primary the same kind of assumption that children just pick up such skills.

Conclusions

There hasn't been the space here to analyse systematically the data gathered or to trace the complex connections among them. The chief finding is that the projects on the whole did not teach information skills. My analysis suggests that most of the teachers had what Paulo Freire calls the "banking" conception of teaching, in which the teacher is the banker or controller of knowledge - a model perhaps incompatible with the philosophy of the project method. The significance for information literacy education is that information is thus something rather than a constructive process. Teachers blame external factors for the ineffectiveness of their projects with many claiming that projects are "a good thing" - but not with their pupils. However, if the gap between the kind of learning in everyday class work and that in project work is too great, children will tend to dismiss project work as not "real" learning. Overall, the style of the projects might lend support to international evidence that teachers often pay lip-service to the child-centred philosophy of projects while in reality employing them as convenient classroom management (Kerry & Eggleston, 1994: 188). Indeed, those in the historically black schools all agreed that group project work was a way of keeping their large classes busy.

Implications & recommendations

The significance of the study is its finding that projects will not teach information literacy any more than any other pedagogical choice. Information literacy is intertwined with teachers' beliefs about learning.

Teacher education

My findings have received support from recent studies within 300 South African schools that show teachers are struggling to implement our new curriculum (Taylor & Vinjevold, 1999). According to the research in teachers' beliefs and scripts, such failures are caused by unrealistic expectations on the part of

researchers and developers (Barnes, 1992: 12). Teachers cannot simply be expected to implement new ideas since they interpret these ideas only in terms of their existing, often inappropriate, beliefs or frames. This means that changing teachers' practices depends on changing their frames, or, at least, expanding their repertoire of frames.

If teachers are to build the capacity to develop information literacy in their classrooms, they will need on-going support as they introduce new methods and reflect on them. It is difficult to see how the existing three departmental information skills advisors, each of whom has hundreds of schools under his or her wing, can possibly manage this kind of training. Collaborative projects are urgently needed. Good support materials need to be developed. Information literacy outcomes need to be spelled out in the new outcomes-based textbooks across the curriculum.

Access to information and learning resources

Given the current economic climate and the lack of basic facilities such as classrooms and electricity, the provision of school libraries is not likely to be a priority for our government. There is a national policy framework for school library standards in the pipeline (South Africa. Department of Education, 1998) and a four-year implementation plan is being circulated for comment at the moment. However the document merely describes various models of resource provision - including classroom collections, shared teachers' resource centres and so-called "one school -one library". It will be up to each school to decide for itself which model is appropriate. Given the findings of my study, it is hard to see teachers and principals understanding the urgency of the need to provide for information literacy education. Far more positive government intervention is needed if the gaps between information rich and information poor are to be narrowed.

The fact that the schools in my study are small and are geographically close to one another might suggest shared or clustered facilities. This would have to be accompanied by the kind of teacher education I described above. The mere provision of resources will not automatically change teaching and learning styles. My study of Cape Town children's public libraries in 1999 indicates that we cannot assume that they can play a stronger role. Their educational role has not been clarified; they fall under different governance structures; they are understaffed; teachers seem to have no idea of their role (Hart, 1999).

A possible solution to the shortage of resources might be information technology; perhaps the Internet might serve to "leapfrog" disadvantage. However schools would need generous provision and support. I have witnessed the futility in giving a school one computer with access to the Internet - with no further backup. And again, even a well-equipped computer room does not guarantee information literacy education.

If we are to develop information literacy education in our schools, we need pilot projects in clusters of schools. Roleplayers from various sectors will need to collaborate to design effective interventions - which might provide small groups of teachers with support as they experiment with new methods. Of course, we also have to speak with a far louder voice about the urgent need for learning resources - and for school libraries.

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The congress on professional education in North America

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Abstract

In order to chart a course for the future development of professional librarians, the American Library Association (ALA) sponsored a Congress on Professional Education in 1999 to examine critical issues related to graduate education. Issues centered around university education generally, Library and Information Studies (LIS) education specifically and the perspective of the profession at large. More than 150 invited delegates were named from a wide variety of professional associations and other groups to ensure diversity of experience and commitment to continuing dialogue and change.Recommendations were made to define the scope, content and values of the profession, to establish and apply standards for accreditation of graduate programs, to enable credentialing and continuing education, to position librarianship as the 21st century profession, to continue the dialogue between Library and Information Studies educators and practitioners, and to recruit, educate and place students from diverse populations.

The Association subsequently established task forces to deal with the major issues identified by the Congress and assigned other recommendations to specific committees and units within the organization. ALA Executive Board and Council are carefully monitoring implementation.A second Congress, on Continuing Education, is also planned for November, 2000.

Paper

Introduction

In 1992 the American Library Association (ALA) established standards for the accreditation of graduate programs of education in Library and Information Studies. These standards apply to approximately 57 degree programs in the United States of America and in Canada. (The Canadian Library Association and the Canadian graduate schools invite and accept American accreditation with Canadian observers.) In the period since 1992, the problems related to the graduate education of professional librarians, whether real of imagined, came to pervade professional and academic discourse and literatures. These were identified by the ALA Council, and others, as the growing elimination of the "L" word [Library] from the names of schools, the seeming lack of attention to core competencies, with cataloguing often mentioned, and the national shortage in North America of professionals to work with particular groups, such as young people and disadvantaged populations in public libraries, and in particular environments, such as schools.

There was also an apparent "disjuncture" between graduate programs of Library and Information Studies and employers in some locations.

Among the related issues initially identified were recruitment, staffing levels, learning to learn by all library workers, continuing education, certification and licensing, and foreign credentialing and equivalency.

In response to these concerns, the ALA Executive Board established a Steering Committee in September, 1998 to plan an "education summit" to examine the initial preparation of professional librarians as a first step in studying the broader issues of education and training for librarians and other library workers.

The steering committee comprised representatives of the ALA Council and Executive Board, the quasi-autonomous ALA Committee on Accreditation; the Association's Committee on Education, the eleven ALA divisions, the Association for Library and Information Science Education, and other national professional associations such as the American Association of Law Librarians, the Association of Research Libraries, the Medical Library Association and the Special Libraries Association. In addition, the Executive Board named members with diverse backgrounds and experiences for 18 members.

The Steering Committee recognized that the issues are complex; that the summit could only be considered a first step in a process of improvement; as it could not in and of itself "fix" anything but assured an open, inclusive and thoughtful process, imposing neither a specific agenda nor a preferred outcome.

Content and Process

In order to prepare for a national discussion and debate about professional education, the Steering Committee formed four working groups, three of which dealt with "content" areas and one with "process" issues. The committees identified issues and commissioned research and background papers to inform deliberations.

Initial issues identified in higher education were

- changes in mission, leadership, and the role of information;
- relationship of the university within society;
- resource allocation and funding;
- external market forces;
- accountability inside and outside the university;
- education vs. training, relationship and standing of professional schools within graduate education;
- accreditation of Library and Information Studies within higher education;
- comparison of Library and Information Studies accreditation standards to other professions

These issues reflect both the internal and external factors affecting higher education; the politics of higher education; the differences among colleges,. schools, departments and programs; the emphasis on scholarship; restructuring; and the demise of the service ideal in some institutions.

Initial issues identified in Library and Information Studies Education (LIS) were

- core competencies and values;
- preparing generalist and specialist practitioners;
- the domain of the curriculum;
- accreditation, including by the American Library Association, the National Council for the Accreditation of Teacher Education (NCATE) which works with ALA to accredit programs of education for school librarians, and others;
- access to LIS education, involving issues of geography, specialization and diversity;
- theory and practice; and
- experiential learning.

Initial issues emanating from the profession(s) were

- professional values;
- knowledge and skills;
- appropriate degree(s);
- one profession or a group of related professions;
- traditional roles, new roles, additional roles, different roles, enduring roles;
- continuing education and training;
- alternative careers;
- certification;
- executive training;
- second master's specialization;
- recruitment issues, including salaries, shortages, placement, job security, geographic location;
- diversity of the workforce and demographics; and
- economics, that is, return on investment for graduates and cost effectiveness for institutions/employers.

The list of background papers and related readings for delegates is appended.

Congress on Professional Education

The Congress on Professional Education examined the initial preparation of

profession librarians as a first step in studying broader issues of education and training. Delegates:

1. examined the complexity of librarianship within the context of politics within higher education; economic pressures; geographic disparities; education for the many faces of librarianship; and changing demographics in society;
2. reviewed the changing role of accreditation in the LIS profession and in others; the historic conflict between education and training; and the curriculum in "library education";
3. worked to define the library profession today and into the 21st century;
4. identified preliminary core values which shape the library professional;
5. outlined strategies of action for library associations, employers, schools of Library and Information Studies and concerned alumnae.

There was consensus that the Congress focus on shared understanding, consensus and articulation of strategies. The overall goal was to ensure that the health of the profession continues into the future.

While there were commissioned background papers and individual and panel presentations, the process for the Congress emphasized small group interaction using a variety of criteria for different groupings to ensure both diversity of opinion and experience where appropriate and common concerns where appropriate. Trained facilitators were used throughout.

There was great interest in the Congress among individuals and groups. Due to the need not only to be fair, open and inclusive, but also to be perceived as same, the committee concentrated on commitments and representation from

- national associations (e.g., affiliates, specialist associations, divisions, accrediting bodies) and
- groups (e.g., ethnic caucuses, round tables, critical committees)

The committee reviewed the named representatives to assure broadly defined diversity. Additional invitations to specific individuals were thus limited to underrepresented groups (e.g., students, new librarians) and specific expertise (e.g., authors of solicited papers).

In balancing participation at the Congress, the following criteria were applied: type and size of library, ethnic/cultural diversity; geographic diversity; years in the profession; students; age; disabilities; etc.

There were 150 delegates in total, including representatives, presenters, staff and observers. The executive directors of the major partner groups were also included to enable continuing association commitment and understanding of context. Delegates were expected to read the background papers and participate in electronic discussions prior to the Congress, to participate actively and thoughtfully through the Congress and to engage in deliberations and actions to move the Congress consensus forward. The web site is still available and includes the list of delegates and biographical and contact information.

The press were also invited to attend and invited to participate.

The initial presentations provided a framework for deliberations. Ted Marchese (American Association of Higher Education) described the higher education environment today and current trends, including doing more with less in a web-based learning environment while remaining central to the university's

mission. Barbara Moran (University of North Carolina-Chapel Hill) reviewed the changes in education for Library and Information Studies as a result of a decade in survival mode; the "schools" now deliver many "programs", including the MLS, while dealing with the tensions of balancing university and employer demands, theory and practice, and librarianship and other information professions. As a major employer, Marilyn Mason (Cleveland, Ohio, Public Library) identified critical shortages, core competencies and limited collaboration as issues for educators and the profession; she proposed subsidized education for key areas, engaging professional librarians primarily as managers and trainers, and higher salaries as three possible alternatives to address these problems.

Delegates identified essential values for the profession; these included intellectual freedom, equitable access, professionalism (the body of knowledge) and quality service and respect (diversity, privacy and confidentiality); these will be realized only when librarians can manage and market well, enable access through teaching and literacy, communicate effectively, be creative and innovative, and comfortable with technology and change in different environments.

Panelists addressed the lack of knowledge about accreditation by practitioners and the lack of rigor in the process as currently practised while educators and practitioners provided viewpoints on the curriculum of Library and Information Studies: graduates need to understand information, the relationship of people to that information, and technology as a tool to connect the two but theories of context, users and communication make the environment, i.e., for profit or not for profit libraries, and the nature of the client, e.g., children, critical factors in curriculum design and delivery.

Delegates identified issues and strategies for addressing the critical issues. Through several meetings, review of minutes and transcripts and electronic consultation the Steering Committee framed these results into recommendations to inform the work of the American Library Association and partner groups in five broad areas, to enable the profession to:

- Define the Scope, Content and Values of the Profession;
- Establish and Apply Standards for Accreditation;
- Enable Credentialing and Continuing Education;
- Position Librarianship as the 21st Century Profession;
- Continue the Dialogue between Lib ary and Information Studies Educators And Practitioners; and
- Recruit, Educate and Place Students from Diverse Populations.

A host of additional "second tier" recommendations has also been prepared for the consideration of those group(s) to which these recommendations are assigned. Work has begun to address each recommendation.

Define the Scope, Content and Values of the Profession

Specifically, the ALA, in consultation with the appropriate partner group(s), must...

clarify the core values (credo) of the profession

- although the ALA has issued a number of documents that imply values for

the profession (e.g., a code of ethics, statement on intellectual freedom; affirmation of libraries as an American value) there is no clear explication to which members can refer and through which decisions can be assessed; the resulting statement should be developed with partner groups or endorsed by them as the values of librarianship to inform education programs [a draft position statement will be debated by ALA Council in July, 2000]

identify the core competencies for the profession

- a clear statement of competencies should be available to educators, practitioners and the public; while there has been concern expressed about lack of attention to particular core competencies, there is a statement of core competencies and of their importance for accreditation in the current [1992] Standards for Accreditation; these need to be affirmed and profiled, or reconsidered and revised; the resulting statement should be available separately as well; it may be necessary to specify both the disciplinary base (e.g., organization of information and knowledge) and its application (e.g., classification, cataloguing)

describe the competencies of the generalist of the future

- it sometimes appears that each specialist association/division/group has defined the essential professional and personal competencies required to be employed, and effective, in their environment; while these statements are useful both for educators for planning education programs and professionals for planning continuing education there needs to be a foundation set for the generalist professional librarian

Establish and Apply Standards for Accreditation

Specifically, the ALA, in consultation with the appropriate partner group(s), must...

explore the possibility of an independent board for Accreditation

- in planning the Congress it was obvious that there is a wide range of national and international associations concerned with the accreditation process funded and managed by the American Library Association; it is critical that discussions be held to explore the feasibility of a collaborative, independent board comprising, and supported by, all the primary players, including ALA and its divisions and partner groups

determine whether ALA is accrediting programs for librarians only or also for other information professionals, including specializations

- the Standards for Accreditation apply to "Library "and Information Studies" yet there is some question as to whether this is [a] "librarianship" under a different name, or [b] librarianship expanding into other areas, or [c] a broader range of information professionals, including, for example, archivists, records managers, researchers, Internet managers and trainers

examine the process for accreditation as applied in other professions to determine and apply "best practices"

- several alternative models, such as from accounting, education, law, medicine, were presented during the Congress, each with considerations for improving the current accreditation process for Library and Information Studies; these should be examined for their possible replication

clarify and strengthen the process for the cyclical review of the Standards for Accreditation

- the profession and its practice is undergoing significant change yet the revision of Standards is viewed as an "event" rather than as an ongoing process; the "new" 1992 Standards were still being applied for the first time to some programs last accredited eight years ago yet revision is necessary to address concerns, experiences and trends; standards must also address collaborative planning, outcomes-based evaluation and pedagogy

clarify and "mainstream" the criteria and management of the ALA/NCATE (National Council for the Accreditation of Teacher Education) process for school librarians who choose that route

- the NCATE process, recognized by ALA, should be managed by the ALA Office of Accreditation where the Association's expertise and resources reside rather than by the American Association of School Librarians [this has since been implemented]

promote knowledge and understanding of the accreditation process, specifically that it is outcomes-based and is critical to the profession

- there is a serious lack of understanding of the current Standards and the process for their application that needs to be addressed if there is to be meaningful dialogue between educators and practitioners; promotion of the process should also increase the perceived value of accreditation

strengthen the mechanism(s) which exist for involvement of the profession in the accreditation process

- more professional members need to participate in the accreditation process if it is to become more broadly-based and better understood

strengthen the rigor of the accreditation process including training for site visitors

- the rigor of the application of the Standards is dependent on the quality of the site visitors and their training; the current process provides for an orientation of site visitors rather than training in the Standards and the evidence which is necessary to assess their attainment

ensure that core competencies and Standards are met be each accredited program

- while various components of the Standards are important, even essential, to the quality of a program-e.g., curriculum, faculty, students, administration, resources-the bottom line for consumers is whether the core competencies of the profession are evident in graduates; this needs to be addressed specifically

find ways to provide relevant consumer information about the review of programs to potential students, employers and other stakeholders

- more than one third of programs reviewed now receive fewer than the full term between external on-site reviews yet no information is provided to consumers about the reasons for these decisions as they apply to potential students and employers; improved access to accreditation information for each program is necessary

explore ways to expand access to graduate professional education

- access is impeded in many ways-e.g., lack of opportunities due to geographic remoteness, socio-cultural factors, economic hardship including a lack of scholarships, omission of particular specializations in some areas-and these barriers need to be addressed beyond the single program or region; leadership is necessary to ensure that access is facilitated by programs in concert with other partners

Enable Credentialing and Continuing Education

Specifically, the ALA, in consultation with the appropriate partner group(s), must...

develop a coordinated approach to post-M.L.I.S. certification/credentialing

- while specific divisions of ALA have undertaken credentialing programs, and other specialist groups have done so as well, there is confusion as to the relationship of these credentials to graduate education, conference programs and continuing professional education, and the expectations, if any, of employers

explore establishing a [independent] center for continuing education and professional development

- enormous resources are directed at continuing education, whether national conferences, seminars and workshops, special programs, etc., yet there is no coordinated approach to ensure quality and relevance in programming that will move the profession forward; this might include high quality credentialing programs

focus conference programs as continuing education/professional development opportunities which can be extended through seminars and workshops offered by the Association

- there is a lack of congruence between conference programs and other programs; the priorities for continuing education are unclear; it is also unclear whether best practice or revenue enhancement drive continuing education opportunities

encourage stratification of trained personnel

- the needs and requirements of specific levels of personnel need to be identified and education programs developed accordingly; it is unclear whether employers and educators agree on the need for trained library technicians/technical assistants and whether there is a place for the post-baccalaureate Bachelor of Library and Information Studies as an alternative for those not interested in continuing to the graduate degree;

further study is needed here; demand for stratification and impact on the value of the M.L.I.S. need to be investigated

clarify roles of personnel who work in libraries

- individuals should be assigned work commensurate with their education and experience; similarly, while it is a common lament that the public believes that the circulation clerk is the librarian, there has been no examination of means by which this perception can be changed through, for example, name and position tags

determine how to recognize/acknowledge foreign credentials

- while holders of the ALA-accredited degree expect the value of their credential to be acknowledged in other countries, the same expectation and reciprocity is not currently extended to residents holding foreign equivalent qualifications and wishing to obtain professional positions in North America; models and experiences from related professions should be explored [this has since been implemented through a policy statement approved by ALA Council in January, 2000]

Position Librarianship as the 21st Century Profession

Specifically, the ALA, in consultation with the appropriate partner group(s), must...

market librarianship as the 21st century profession

- the Association has done a remarkably good job of promoting local libraries to the extent that the public supports their libraries, they are just not convinced that professional librarians are necessary to manage them; the Association has supported these efforts through advertising, promotion, public relations, merchandising, lobbying, advocacy training, etc. and needs to apply these same strategies to promoting the profession itself in all types of libraries and institutions [this has since been commenced with a professional marketing firm]

address the need to improve salaries

- salaries are an issue in some locations, in some environments, in some specialty positions; some salaries are controlled by the institution and its [librarian] management, others by municipal managers and corporate executives; the salary issue needs to be researched, examined and a strategy developed to improve remuneration; loan forgiveness programs, incentives for work in areas of need, and partnerships need to be considered

develop a problem-based research agenda for the profession for the next five years

- the Association has many mechanisms and fora to enable identification and articulation of the most pressing research needs of the profession

fund research important to the profession

- available research funding should be targeted to the critical research areas

identified; research grants might be configured as calls for proposals around topical and practice-based questions for investigation

disseminate (in appropriate ways) the findings and conclusions from research and their implications for professional practice

- more prominent and creative ways need to be found for disseminating research to the field in a way that makes it meaningful and useful, and a catalyst to improved practice

Continue the Dialogue between Library and Information Studies Educators And Practitioners

Specifically, the ALA, in consultation with the appropriate partner group(s), must...

create a structure for continuing dialogue between Library and Information Studies educators and practitioners to continue the work began at this Congress

- an annual event designed to raise issues and provide for their resolution should be organized, in conjunction with one or more of the partner groups, for mid-winter or annual meetings; it might be noted that the Congress was successful in part due to its representative structure, common background information and skilled facilitation [this has since been implemented]

create partnerships between Library and Information Studies educators and alumni and between educators and employers

- this should be encouraged through outcomes specified in the Standards; examples might include collaborative planning, collaborative research and team teaching

foster partnerships between graduate programs and alumni to engage alumni in mentoring and sharing expertise, donating time as well as money

- this should be promoted through the activities of the Associations

develop mechanism(s) to provide mentoring throughout one's career (including pre-graduate degree)

- mentorships are undertaken at the local, state, national and international levels and require guidance and support; an outline of best practices and current programs would be useful to extend successful models

encourage a coordinated approach to methods for learning in Library and Information Studies and provide training for educators in, for example, evidence-based learning, problem-based learning, authentic and portfolio assessments

- when comparing Library and Information Studies to other programs in higher education, commentators found our programs to be lacking in a coordinated approach and more current methods in graduate professional programs; our innovations were more geared to making lectures and discussion more accessible over greater distance electronically

develop strategies to address shortages in the field

- shortages and impending shortages need to be identified with evidence and made known to educators and leaders in the field; clear responsibility and mechanisms for addressing these shortages need to be developed; creative responses will be necessary, such as coordinated approaches to specializations among schools, summer-based and cohort programs for teachers for school library media, etc.

create a document that identifies responsibilities of educators and responsibilities of employers

- while employers are not responsible for poor admissions decisions made by schools, neither are schools responsible for poor personnel decisions made by employers; there needs to be a clear specification of mutual roles and responsibilities of graduate programs, faculty and students, and employers and employees and their interrelatedness

authorize the preparation and publication of the papers and proceedings of the Congress on Professional Education

- the background papers, panel presentations, identified values and competencies, summaries of issues and responses, are all important material for ongoing discussion and dialogue among and between educators, associations, employers, students and other stakeholders

convene a meeting of the partner associations, represented by their presidents and executive directors, to discuss how to move forward with these recommendations and the conversations begun around graduate professional education

- regular monitoring and adjusting of these recommendations will be necessary with partner groups and progress based on collaborative planning, implementation and assessment

Recruit, Educate and Place Students from Diverse Populations

Specifically, the ALA, in consultation with the appropriate partner group(s), must...

address diversity considerations-multilingual, multiethnic, multicultural-in order to recruit, educate and place students from diverse populations as professional librarians to ensure programs and services and support for special needs and the underserved

- this particular recommendation appears throughout the suggested strategies as it needs to be made visible and pervasive in the profession and its institutions

The Committee's final report synthesized ideas, suggestions and strategies to reflect the Congress consensus, and developed recommendations for the ALA Executive Board. This was the final task of the Steering Committee.

The Congress on Professional Education fulfilled its mandate to facilitate an

open, inclusive and thoughtful process without a specific agenda or preferred outcome; the issues are indeed complex, both in and of themselves and for the perspectives and passions which surround them; and, again, the summit can only be considered a first step in a process of improvement; it could not in and of itself "fix" anything. The recommendations do enable the stakeholders in graduate professional education to forge alliances, build on mutual understanding and improve the quality and diversity of professionals providing excellent service to our customers and clientele.

Careful monitoring, including regular reports to the ALA Executive Board of progress, has begun. With the implementation of these recommendations, the graduate programs of education will be more clearly defined, more carefully structured, and more closely monitored with increased liaison with the profession and the university. Employers such as university and research libraries will be better able to identify the core competencies and values developed in graduates and the strengths and limitations of each program.

As professional education is but the first step in a career, the American Library Association will sponsor a second Congress, using the same process model as the first, but focused on continuing education for all library workers.

Careful planning, involved and credible association and institutional representatives and an open inclusive process, can lead to the identification of critical issues in the profession and the development of strategies to address the identified problems and perceptions. Progress results through this commitment to continual improvement based on evidence and involvement.

Selected Background Papers and Readings

unless otherwise indicated the original papers listed here are available through the Congress web site http://www.ala.org/congress where the necessary URLs and links are also available

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Links to Selected Educational Policy Statements

these are available through the Congress web site http://www.ala.org/congress where the necessary URLs and links are also available

American Society for Information Science
Association for Library Collections and Technical Services
Association for Library Services to Children
Association for Teacher-Librarianship in Canada/Canadian School Library Association
Association of College and Research Libraries
Medical Library Association
Society of American Archivists
Special Libraries Association
Young Adult Library Services Association

Associations and groups represented at the Congress on Professional Education

included the American Association of Law Libraries; American Association of School Librarians; American Indian Library Association; ALA Armed Forces

Libraries Round Table; ALA Chapter Relations Committee; ALA Committee on Accreditation; ALA Committee on Education; ALA Committee on Minority Concerns and Cultural Diversity; ALA Congress on Professional Education Steering Committee; ALA Continuing Library Education Network and Exchange Round Table; ALA Ethnic Materials and Information Exchange Round Table; ALA Executive Board; ALA Federal Librarians Round Table; ALA Government Documents Round Table; ALA Intellectual Freedom Round Table; ALA New Members Round Table; ALA Social Responsibilities Round Table; American Association for Higher Education; American Society for Information Science; Asian/Pacific American Librarians' Association; Association for Library and Information Science Education; Association for Library Collections and Technical Services; Association for Library Services to Children; Association of College and Research Libraries; Association of Library Trustees and Advocates; Association of Research Libraries; Association of Specialized and Cooperative Library Agencies; Black Caucus of ALA; Canadian Library Association; Chief Officers of State Library Agencies; Chinese-American Librarians Association; Council of Canadian Library Schools; Library Administration and Management Association; Library and Information Technology Association; Medical Library Association; National Board for Professional Teaching Standards; National Commission for Library and Information Science; National Council for the Accreditation of Teacher Education; Public Library Association; REFORMA (National Association to Promote Library Services to the Spanish Speaking); Reference and User Services Association; Special Libraries Association; and the Young Adult Library Services Association.

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Exploring cross-cultural issues in information studies education in Southeast Asia and the Pacific

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Abstract

Information Studies programmes in the ASEAN region cater to a range of economic and technological situations. They not only prepare information professionals for the modern networked global economy, but also emphasize the role of an information professional as an agent of change for guiding and stimulating the development of remote or backward regions and help them access and use global information sources. This paper examines the issues of the socio-economic context of Information Studies programmes, the convergence and divergence of the discipline, information technology in the curriculum, the quality of students, and obsolescence and change in Information Studies programmes.

Paper

Introduction

The 11th Congress of Southeast Asian Librarians (CONSAL) was held in Singapore in April 2000. In conjunction with the conference, a Workshop on

Information Studies Education (WISE) was organized by the Division of Information Studies, Nanyang Technological University, for educators and librarians to explore issues in information studies education in the Southeast Asia and the Pacific region. The WISE Workshop organizers hoped that such a forum would encourage the development of an organisational culture for information studies educators in the region and promote communication and collaboration.

Fifty-one people attended the workshop, with representatives from Thailand, Indonesia, Malaysia, Australia, the Fiji Islands, Hong Kong, Kuwait, Sri Lanka, the Netherlands and Singapore. Seven papers were presented. Some of the intangible functions operating at the Workshop were socialisation and identification with colleagues, problems discussion and identifying potential solutions to common problems, building group consensus, appreciating the exotic diversity of culture and contexts that the various information studies (IS) programmes are situated in, and simply keeping everyone interested in the progress of the profession.

To facilitate an online dialogue and to engage more educators in the region, a Web site has been set up at the URL http://islab.sas.ntu.edu.sg:8000/WISE/ (where papers presented at WISE can be found). A listserv is also planned. It is hoped that this will build a community of education and practice so that a regional identity might emerge, and the forum would act as a voice for the region, a collective memory, and function as a reaffirmation of professional identity.

According to Robert Stueart (1999), one of the challenges to information access in Asia is a lack of a critical mass of professionals. He wrote, *"one of the most important activities in an information society is to maintain a cadre of qualified information professionals"*. For this to be possible, we must maintain a high-calibre cadre of information professional educators to train and qualify information professionals, and also to help shape the evolving information society.

An examination of the themes seen to be prevalent in the Workshop discussion were recorded and presented in this paper as an aspect of information recognition, an environmental scan.

The Social, Economic and Political Context

Stueart (1999) pointed out that there are great differences among the countries of the region. Some have highly developed library and information systems while others are at a much less developed stage. He said, however, *"that most countries within the Region are striving to develop into information societies, and some of the library and information studies programs already reflect the effort, while at the same time reflecting the social and cultural environments within which they operate."*

There is certainly a wide range in economic and technological development in the region. On one hand, Singapore is comparatively advanced. There is much discussion in the local newspapers about the knowledge-based economy and the importance of knowledge management. The Singapore government has aspirations of transforming the island nation into a regional and international information hub and an *"intelligent island."* There is an awareness of the importance of life-long learning as a means to stay relevant in a global market place and a rapidly changing environment. The public library system is rapidly expanding to play a central role in developing *"a learning nation."* Innovative

library and information services are being developed and prototyped.

In contrast, Paula Jones (2000) writes that *"in the South Pacific region, libraries have been in a type of time warp that has buffered them from the sweeping changes in information technology elsewhere in the world."* Most libraries in the South Pacific region are underfunded and poorly developed, have old, out-of-date materials mostly in print form, have no regular budget, and are staffed by people with little or no library training. Most libraries operate with manual systems, and many have no computers. There is no vision of how libraries and information underpin education and economic development. However, even regions that are in such backward situations are, as Stueart (1999) says, striving towards an information society. The Internet seems to be providing additional impetus to this transformation. Jones (2000) reported that the situation in the South Pacific is changing: the world of Internet and CD-ROMs, electronic database and on-line information retrieval is finally overtaking the South Pacific … an increasing number of libraries are automating their systems or are considering automation. The process has been hastened by the spread of the Internet in the USP region, with its glamour and promise of unlimited access to information. There is a wave of enthusiasm for new information technology in the region, and this seems to be benefitting some libraries whose parent organisations recognise the library as a natural centre for controlling the new I.T.

Clearly, IS programmes in the region have to cater to a range of economic and technological situations, to prepare information professionals for the modern networked global economy as well as to train change-agents to guide and stimulate the development of remote or backward regions and help them access and use global information sources. As Bowden (2000) stressed, the traditional librarianship paper-based skills cannot be dropped. However, Information Professionals have to be equipped to be involved in the *"Global Knowledge Partnership."*

In addition to national socio-economic and technological conditions, other contextual factors also have an impact on the nature of the IS programme. Khoo & Hawamdeh (2000) identified the following factors as having influenced the development of the IS curriculum at the Nanyang Technological University, Singapore:

- the university environment and the parent faculty in which IS programme is situated
- the background and expertise of its faculty members
- the local economy and job market
- student demands and expectations of the programme.

They pointed out that the situation of the IS programme in the same faculty as the Computer Engineering programme (the faculty has just been renamed School of Computer Engineering) has influenced the programme to be more IT oriented.

Jones (2000) reported that the University of the South Pacific recently upgraded its network, making possible video transmission, access to the online library catalogue and electronic resources and databases. This gives students in the IS programme the opportunity to have practical experience with electronic information services, the World Wide Web and other new information technologies. In Thailand, Sujin Butdisuwan (2000) reported that the IS field is labeled as social science and as a result gets less support from the government than scientific fields. However, there is growing awareness among politicians as well as the public that information is crucial to development and business, and

that effective management of information requires professionals. Graduates of IS programmes, however, have to compete with Computer Science graduates for jobs in information handling and management.

A flexible university environment, a collaborative team of faculty members, opportunities for continuing education for staff, and encouraging economic prospects for information professionals of all kinds are essential characteristics of a healthy context for library and information science professionals and their educators. Another powerful contributor to healthy context is collegial support. Collegial support for interdependence is an effective strategy for learning information technology, just as participating in reciprocal classroom observation, talking about teaching practice, and having a communal language about teaching makes learning less threatening (Roy, 1996).

Convergence of Multiple Disciplines

The IS field is clearly multidisciplinary and interdisciplinary. Both Rehman (2000) and Myburgh (2000) pointed out that, paradoxically, there is simultaneously a convergence and divergence in the IS field. Myburgh noted that IT is convergent in nature. For example, all the communication and computing technologies are coming together on the Internet. Similar kinds of IT are being used by all information professions.

There is a corresponding convergence of information professions.

Middleton (1994) said that *"The apparent convergence of information handling processes engendered by the technology has led to suggestions of an associated convergence of disciplines."* Because of the technological convergence, the divisions between computer science, broadcasting, library science and journalism are increasingly fuzzy and the fields are seen to overlap substantially. Indeed, at Nanyang Technological University, some Mechanical Engineering graduate students are taking IS courses, especially those dealing with user needs, human computer interaction, interface design, programming and systems analysis and design because they are seen as relevant to mechanical engineering!

We are also seeing a convergence of lecturers from fields as diverse as computer science, management, psychology, education, social informatics, graphics design, human-computer interaction, computational linguistics, etc, to the IS departments. Similarly, our student body come from diverse academic backgrounds and economic sectors. In the IS programme at Nanyang Technological University are librarians, teachers, programmers, system managers, architects, lawyers, managers, businessmen, administrators, military/navy personnel, graphic designers, engineers of various kinds and even a doctor. Interacting and making friends with people from diverse backgrounds is seen as one of the most rewarding parts of the programme.

Rehman (2000) suggested that dichotomies in the profession, such as library science versus information science were no longer relevant to the discussion. The presence of a philosophical or social dichotomy was no longer seen to serve a purpose. Retaining IS programmes in graduate education maintains an economic and social balance based on the service values of librarianship. Just such a consciousness is emerging globally. The U.S. National Research Council (2000), for example, advocates research *"centering on the social and economic impacts of information technologies in the discipline"*.

The convergence of information professions suggests that there are areas that are common, core or fundamental to the information professions. Pemberton &

Nugent (1995) identified the following areas of convergence in librarianship, archives and records management:

- Information life-cycle concept
- Gatekeepers
- Information storage and retrieval
- Information representation
- Assistive and instructional roles
- Ethics
- Custodial and preservation concerns

Lim (2000) outlined the following model curriculum with the implication that these are core areas:

- Information management and organisation
- Information resources and access infrastructure
- Communication with and training of users
- Economic and legal perspectives
- Preservation and archiving

Myburgh (2000) listed the following as core subjects:

- Information and society
- Information organization and representation of information
- Document control and management
- Systems analysis, design and implementation

Myburgh believes that there are also core values of service commitment, user orientation and the concept of the information professional as an intermediary in the information seeking process. It is important for IS programmes in the region to inculcate these values in their graduates because, as Butdisuwan (2000) says, some students coming to the IS programmes lack the appropriate attitude, aptitude and personality for information work.

At the WISE Workshop, there appeared to broad agreement about the core areas of Information Studies. However, it is not clear how much of the core areas to teach, how to teach them, and how to package them in a way that makes them relevant to the diverse disciplines and engaging to students with different interests. This is probably for the individual IS programmes to customise according to their particular circumstances and to develop their unique brand of IS education.

Divergence of Specialisations

Together with the convergence of formerly disparate fields, there is a divergence of specialisations. As Myburgh (2000) noted, a range of new information careers has appeared including knowledge managers and analysts, cybrarians, information brokers, corporate information managers, Webmasters, Network navigators, information mappers and architects, etc. IS programmes are offering courses in new disciplines and are defining new concentrations or specialisations in their programmes. Some schools are also offering parallel master degree programmes.

We agree with Myburgh that information professionals can no longer be generalists. Information professonals have to be knowledgeable and competent in specialised areas to compete in the job market. Singapore's Nanyang Technological University's IS curriculum has been revamped twice in the last

three years. In the initial curriculum, students took 7 core courses and 1 elective course. A revised curriculum offered in 1998 reduced the core courses to 4. Students selected 4 elective courses from a larger list of courses, with one group of courses focusing on library and information services and the other group focusing on information technology and systems.

Barely a year later, the school embarked on another curriculum revision exercise partly because of feedback from students that the courses gave them broad basic skills but did not equip them to function competently and confidently in the new information professions. This third curriculum was designed to provide students some degree of specialisation. It defines two areas of concentration: library and information services concentration, and the information management and systems concentration. In the library and information services concentration, the specialisations of public libraries, academic libraries, school libraries and media resources as well as corporate information services are offered. The information management and systems concentration has the following four specialisations: Internet and multi-media based information systems, information systems and products development, document and records management, and knowledge management.

In the past, the IS programme is designed to provide basic IS education, and graduates are then expected to take entry-level positions in an organisation (usually a library) and acquire experience and specialised professional knowledge on the job. However, in the current competitive market, fresh information professionals may not have the luxury of working in the collegial and protective environment of a library, but may have to work in isolation (they may be the only information professional in their organisation) and compete with people from other backgrounds. Graduates of IS programmes have to be equipped to function immediately as competent professionals and hold their own in the marketplace.

Information Technology in the Curriculum

A recurrent and predominant theme at the WISE Workshop was information technology (IT), particularly Internet-related IT. As Myburgh (2000) noted, *"Although many factors in society have compelled a substantial reassessment of the education of information professionals, including changing information behaviours, education and work competencies, and the value of information as a strategic and economic commodity, it is the ubiquitous use of IT that is of greatest concern. It is the professions' response to IT that will shape the future. Will the use of IT indicate a new and successful direction for LIS?"* Khoo & Hawamdeh (2000) said that *"To prepare graduates to work in an increasingly computerized and networked environment, information studies programmes worldwide now have a substantial IT component in their programmes. Whereas library automation dominated the IT aspect of information studies education in the 80s, the Internet dominated information studies education in the 90s and will probably continue to do so for many years."*

However, they pointed out that IS programmes are facing the same issues and questions regarding IT that they faced in the 80s:

- How much and what kind of IT should be in the curriculum?
- What IT skills are needed by our graduates to obtain employment in non-traditional environments?
- How do we incorporate IT in such a way that we don't lose our identity as information studies schools and become a second-rate computer science department?

- How do we teach introductory IT courses in a way that justifies calling them graduate-level courses?
- IT is taking up time needed for teaching core library skills. How can the curriculum be structured so that our graduates still have core information skills needed for work in libraries and information services?
- Who will teach these IT courses?

From a quick survey of the curricula of 20 top IS programmes worldwide, they found that the proportion of IT in the curricula differ from school to school, but on average they account for about 30% of the total number of courses.

Khoo & Hawamdeh (2000) said that the limited number of library-related jobs makes it necessary to train graduates for non-traditional information positions. These new-age information professions are not only information-intensive, they are also IT intensive - requiring more IT skills. The poor perception of librarians by the general public has also made it necessary to focus on the new-age information professions to attract more and better-quality students. The terms *"Internet"*, information technology and knowledge management in publicity materials and newspaper advertisements have attracted many applicants to the IS programme in Singapore.

It was apparent at the WISE Workshop that there were two different attitudes towards incorporation of IT in the IS curriculum. The first is the more traditional attitude that IS programmes should focus on information handling skills and high-level knowledge of the use of IT for information handling. Technical knowledge of IT should be left to IT professionals.

The second attitude is that IT is so inextricably tied up with information handling that information professionals need to be semi-IT professionals with a substantial amount of IT knowledge and skills. Indeed, in the course of their work, information professionals may have to do some programming or scripting, or design IT tools for their use.

We feel that these two attitudes are not incompatible. IS programmes need to train both kinds of professionals, and these two attitudes are sometimes reflected in the different streams and concentrations in IS programmes.

Quality of Students

Butdisuwan (2000) said that IS programmes in Thailand have problem attracting good students because of the poor perception of librarianship as a career. Some students also lack a *"proper attitude"* for library and information work. Their English is limited.

How such factors affect employment prospects of IS graduates is not clear, although if managerial, social and higher-level aspects of human computer mediation are required of graduates, certainly *"proper attitudes"* need be instituted. Examining what the correct attitudes that we wish to communicate to our students leads back to core assumptions and values of the discipline. These can only be inculcated as part of the managerial mileau through educators as living examples of *"practicing what you preach"*.

In the South Pacific region, Myburgh (2000) reported that students in the library diploma distance education courses offered by the University of the South Pacific often suffer from isolation, lack family support for education, and use English as a second or third language. Students come to the programme with very little exposure to PCs. She cited Mugler & Landbeck (1998) who had found

that *"resources such as books or newspapers are often extremely scarce. Some homes do not have electricity and studying must be done by the light of a kerosene lamp. Often the student has no private space for studying. Family, community, religious and work obligations often take precedence over studying. While members of the family may support in principle an individual's decision to study, they may be unable to provide assistance or even understand the students' difficulties and needs."*

Language is a major problem in countries where the medium of instruction in schools is not English, since most IS books, journals, and Web sites are in English. Without proficiency in English, it is difficult have an adequate education in IS and continually update one's professional knowledge in the rapidly changing information and technological environment. In countries, such as Thailand, where the medium of instruction is not English, IS faculty members may have the task of writing textbooks in the local language.

Staffing

Recruiting high calibre staff to teach in and develop IS programmes is a problem in this region. At the IS Division at Nanyang Technological University in Singapore, more than 60% of the faculty are recruited from abroad. The Asian economic crisis and currency depreciation has meant that remuneration is no longer attractive enough to persuade IS educators to relocate to Southeast Asia.

Staffing IS programmes is even more problematic if the medium of instruction is not English, because faculty members have to come from within the country or other countries that share the language. Butdisuwan (2000) identified the greying of faculty as one of the problems facing IS programmes in Thailand. Schools are inviting retired lecturers to come back and help the school in various ways. The difficulty of recruiting IS educators was also addressed by Rehman (2000) who said that *"many developing nations have graduate programs, yet are without faculty who are capable of conducting them."*

An obstacle to IS education cited by nearly all the paper presenters at WISE is that IS lecturers lack IT competency and few lecturers can teach IT-related courses. Some programmes have addressed this problem by recruiting lecturers from IT disciplines (Butdisuwan, 2000).

Khoo and Hawamdeh (2000) pointed out that if a particular IT course is deemed necessary, either lecturers with the appropriate background can be recruited (although cross-disciplinary appointments have their own unique problems, namely a knowledge of associated norms and cultures) or current lecturers will have to be assigned to pick up the new area and acquire the necessary knowledge and skills. The latter alternative seems to make sense since technology is progressing so rapidly that faculty members have to be mentally agile and possess the technical aptitude to keep abreast of IT developments, and explore how new technology can be applied to information handling.

Obsolescence and Change

Participants at the WISE Workshop issued a ringing call for change in the education of IS professionals. There is a perception that IS curricula in the region is becoming obsolete. Stueart (1999) defined obsolescence as the degree to which professionals and other workers lack up-to-date knowledge or skills necessary to maintain effective performance in current roles, but obsolescence can also have a psychological or social definition and can depend on the work climate and environment.

Bowden (2000) called for a radical change in the profession to become relevant to the global environment and to play a major role in the *"global knowledge partnership."* He said that *"Much of our traditional thinking, practices and with them education and training, will have to be changed. And changed with the greatest speed."* He urged IS departments *"to devise programmes for very different sectors of the information profession."*

In a sweeping survey of IS education in South Asia (including Bangladesh, India and pakistan), six Arabian Gulf nations in the Middle East, and Southeast Asia, Rehman (2000) found that IS programmes are in urgent need of revision. He said that most schools have not revised their curriculum substantially in the last 10 years and their curricula are patterned after American and British models of the 70's and 80's. This inertia is the result of bureaucracy, apprehensions of faculty and lack of external pressure (e.g. from library associations). The programmes have a few basic IT courses but little integration of IT into the curriculum structure. New approaches to resource management, knowledge organisation and packaging and delivery of services in the electronic environment do not figure much in the curriculum.

There is emphasis in the Workshop papers on incorporating more IT in the curriculum and increasing the IT proficiency of IS faculty members. Rehman professed that curriculum revision is the foremost requirement in the changed context of information science and that library school lecturers must become proficient in information technology. According to Rehman, *"Technology had made significant inroads into these societies, and if these institutions do not prepare themselves for a meaningful change, they will become obsolete and irrelevant."*

However, there is no prescribed recipe for change that is appropriate for every IS programme. Individual solutions to curriculum revision by IS departments must be worked out by IS faculty in consultation with information professionals in both traditional and new-age information jobs. Culture, values and infrastructure of a country or region will determine subtle accommodations.

The information environment and information professions in developed countries have changed substantially in the past two decades, and the rate of change is accelerating. The IS programme at the Nanyang Technological University underwent two revision exercises in three years. We forsee that in the 21st century, continuous curriculum revision will be necessary to adapt to and accommodate progress in the information and technological environment and the corresponding changes in the social environment.

Ironically, the provision of social benefit has been part of the mission statement of public libraries since their inception, and the provision of social benefit through technology remains part of the mission statement of IS departments globally. Yet many educators who received training prior to the advent of technology may have problems identifying with it as a tool and may perceive it as a threat. A reassessment of core values in the light of technology may prove encouraging to such colleagues rather than isolating. This was one of the functions of the workshop.

Conclusion

Some of the major challenges facing information science educators in Southeast Asia are no different than in other parts of the world. For example, those challenges mentioned by Johnson (1998) in his study of British schools of

librarianship and information studies. These are: the elevated level of technical skills required to manage the new information and communication technologies, competition with other professions for good students, the need to incorporate a broader range of skills drawn from those traditionally seen as separate sectors of the information industry such as publishing and corporate management, the need to develop a higher level of skills in teaching and facilitating the use of information, and the need for a better ability to work with other people. The participants of WISE acknowledged that the managerial, social and higher level aspects of using the technology are part of the paradigm, yet educating for such attitudes may be problematic.

The workshop also served as a venue for acknowledging gaps in the information available to educators, the most prevalent being that of a lack of knowledge of employment prospects for new graduates. As pointed out in an Australian survey by Willard (1998), which investigated the knowledge skills and formal qualifications of successful applicants for a subset of information management jobs, the link between qualifications and jobs is not often obvious. A preliminary survey carried out by NTU's Information Studies division leads researchers to concur that some traditional library and information science skills, such as organizing and retrieving information, managing information and assessing information needs are essential for many of the jobs in Singapore. The shift away from the warehouse model of libraries has expanded the responsibilities of librarians as well as it has information scientists. However, applicants for jobs may also need to make the case for the appropriateness of their qualifications and expertise to prospective employers. In the future, a study of the professional careers and activities of graduates of its MSc programme is planned in order to find out the extent to which the programme has actually helped graduates obtain jobs and perform effectively in both traditional as well as cyberspace based professions. This is considered a *"proof is in the pudding"* assessment.

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Hebrew Subject Headings at Bar-Ilan University: an update

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Abstract

Since 1983, Hebrew subjects headings have been used in the Bar-Ilan University libraries. To date, over 54,000 subject headings have been adapted and translated from the Library of Congress Subject Heading list. New original Bar-Ilan subject headings have also been added. This paper will describe the problems and solutions of adapting LCSH to Israeli, Hebrew speaking users.

Paper

Introduction

At the "First International Conference of Judaica and Israeli Librarians" held in Jerusalem in 1991, I spoke about "Hebrew Subject Headings: Development and Implementation at Bar-Ilan University", I will briefly review what I said then and continue with an update.

Bar Ilan's "Hebrew Subject Headings" includes the following: Hebrew subject headings, scope notes, "see also" and "see" references all in Hebrew and parallel English Subject headings. The English entry is either a Library of Congress Subject Heading (LCSH) or an original Bar-Ilan subject heading followed by a tilde (~). An additional English-Hebrew index is also published.

In 1983 when the Bar-Ilan Library network became computerized, the Hebrew Cataloging and Classification Department decided to add Hebrew Subject Headings to our vast collection of works written in Hebrew characters (Hebrew, Yiddish, Judeo-Arabic, Ladino, etc.). At that time, most university libraries in Israel used Library of Congress Subject Headings (LCSH) in English for both their Hebrew and non-Hebrew collections. Most continue to do so today, except for the Jewish National and University Library at Hebrew University's Givat Ram campus. JNUL or the Sifriyah ha-Le'umit has added verbal phrases to explain their numerical classification system. The Open University also translates LCSH into Hebrew on a much smaller scale.

The rationale, at that time, for using Hebrew Subject Headings was that "the average Israeli student or library user's dominant language is Hebrew. Searching a book by author or title in English is feasible for these patrons. Asking them to use English subject headings, however, requires a mastery of that foreign language to a level that most of them have not attained." (Hoffman et al. 1992, 24). This rationale still applies.

In 1983, we decided to use the Library of Congress as our basis for the Hebrew Subject Headings (LCSH) for the following reasons: LCSH is an internationally accepted system of subject headings. Besides, the English (or non-Hebrew character) Cataloging Department at Bar-Ilan University was using Library of Congress Subject Headings for the material that it cataloged.

In 1983, the disadvantages of using Library of Congress Subject Headings included the following:

> One - the subject headings were characterized by an American and, at times, a Christian orientation.
>
> Two - the subject headings were not specific enough for a large Israeli collection and especially for our specialized Judaica collection.

Today, some of these disadvantages are less apparent. Library of Congress has become more sensitive to various biases, and more and more subject headings have been added in the field of Judaica.

Christian Orientation

The following is an example of the Chrisitan orientation of Library of Congress Subject Headings. Converts to Judaism was previously assigned

> **Proselytes and proselyting, Jewish,**

with its pejorative connotation. Bar-Ilan did not accept LC's subject and our original subject heading was

> Converts to Judaism ~

followed by a tilde (~) after the subject to signify an original Bar-Ilan Subject Heading. In Hebrew, the subject heading we assigned was Gerim. Library of Congress assigned "Converts to Christianity" the subject heading:

Converts

Recently, Library of Congress revised its subject headings and now lists

Jewish converts (instead of Proselytes and proselyting, Jewish)

and

Christian converts (instead of Converts).

Bar- Ilan has changed its English translation to correspond with that of LC's.

Most subjects of a religious nature tend to have a Jewish orientation in Bar-Ilan. Library of Congress subjects in the field of religion continue to have a Christian orientation. Angels as a subject refers to Christian angels. Jewish angels are assigned Angels (Judaism). At Bar Ilan, we assume that the angels are Jewish and add a qualifier if the material deals with angels of a different religious orientation.

There were times when we needed a subject heading that did not exist in LCSH, and Bar-Ilan created an original subject heading. We have consulted and continue to consult Israeli reference tools, such as the thesaurus of the University of Haifa's "Index to Hebrew Periodicals" or the Thesaurus of Index Terms in Social Science of the Henrietta Szold Institute for the Social and Behavioral Sciences. On occasion, we have called upon the Akademia le-Lashon 'Ivrit to provide proper Hebrew terminology. Last but not least, as a large university and research institution, we have many experts available and the academic staff have often been consulted on an unofficial basis. All of the above have aided us in creating new Bar-Ilan subject headings or helped us to translate Library of Congress Subject Headings into Hebrew.

Library of Congress and Our Work Style

Back in 1983, when the Bar-Ilan Libraries' collections were computerized, we worked in a semi-automated fashion. The cataloging and subject information was entered into the Haifa University Library's computer. We worked with a card file and entered "see" and "see also" references and scope notes in this card file catalog.

Today our work style has changed considerably. Instead of looking up subject headings in the large, red, multi-volumes of Library of Congress Subject Headings, we now work on-line. Both The LCSH and LC's Name Authorities are on-line at our fingertips; LCSH is updated monthly and the LC's Name Authorities, weekly. We also entered all our scope notes, "see" and "see also" references on-line. Departmental meetings are held to discuss proposed new subject headings. In addition, we now use the wonderful invention of email. The Hebrew Cataloging and Classification Department of Bar-Ilan has a warm relationship with the Hebraica Cataloging Unit of Library of Congress. Email correspondence is used for obtaining help in assigning or for clarifying an existing subject heading and for discussing a proposed new subject heading.

Library of Congress also consults our multi-volume Hebrew Subject Headings. Examples of two subject headings that Bar-Ilan suggested and Library of Congress accepted are:

Heter me'ah rabanim (authorization of one hundred rabbis)

and

Torah cases

The subject heading **Heter me'ah rabanim** was taken from our Kotrot nos'im be-`Ivrit [subject headings in Hebrew] (Rotenberg et al. 1997) The subject refers to the rare occurrence of allowing a husband to take a second wife without divorcing the first one. **Torah Cases**, the hard cases that enclose Sephardi Torah scrolls, was adopted by Library of Congress as a result of our email communications with LC.

On the other hand, Bar-Ilan suggested the subject "Shtetl", and Library of Congress did not accept our suggestion. For a directory of shtetls, the Jewish towns in Eastern Europe, Library of Congress would perhaps assign the subject headings:

Jews--Europe, Eastern--Gazetteers

Jews--Poland--Directories

Jews--Russia--Directories

Bar-Ilan would assign the LC subject headings but would also assign our original subject heading Shtetl with a tilde (~) after the subject.

Shtetl ~

When an original Bar-Ilan subject heading is created we try to maintain the rules of the Library of Congress and will often assign a standard LC subdivision. Two examples are:

Draft of Yeshiva students into the army--Economic aspects ~

amd

Aliyah--Psychological aspects ~

Ketiv Haser

Written Hebrew employs two pronunciation aids, the first being vowel points (nikud) under or adjacent to the Hebrew characters. The second is the use of four Hebrew characters, the aleph, heh, vov and yud, as vowels, when the vowel points (nikud) are not present. The use of these letters is called ketiv male, or plene spelling.

To achieve uniform Hebrew spelling, all the Israeli university libraries adhere to ketiv haser in their library catalogs. The specific letters of the Hebrew alphabet that function as vowels - the aleph, heh, vav and yud. are omitted in ketiv haser, also called defective spelling. In addition, there are no vowel points (nikud) in

the ALEPH Hebrew character set. ALEPH is the integrated computerized library management program used by all Israeli universities. To compensate for this problem, we had to make sure that our subject headings in Hebrew were understood (Hoffman et al. 1992, 26). Following Julius Kaiser's statement that "the concrete must be stated in unmistakable terms, if there is ambiguity, it must be removed." (Kaiser. 1985), Bar-Ilan decided to use qualifiers to remove the ambiguity from the pronunciation of the subject heading. For example, the word `eser meaning ten and the word `osher meaning wealth are spelled the same way in Hebrew. The qualifier added to the subject `osher

`osher (`ayin be-holam)

gives pronunciation directions thus filling the role of vowel points (nikud) and removing the ambiguity from the meaning of the subject heading.

Geographical place names

The Bar-Ilan University library network has a large collection of Yizkor Books, Memorial Books that were composed by inhabitants of cities or towns destroyed during the Holocaust. The subject headings in LC is Memorial books (Holocaust) which seems to be based on a Bar-Ilan original subject heading. The scope note as it appears in LC is: "Here are entered works on books compiled by Jewish Holocaust survivors about the history and destruction of their communities". We spend a great deal of time and effort in identifying the specific town or "*shtetl*" described in the Yizkor books. We have to identify the town, distinguish it from towns or cities with similar sounding names, find the correct spelling in English and the correct spelling in Hebrew and identify the country where the town or city is now found. Due to the various geopolitical changes in the last century in Europe a town's jurisdiction moved from country to country. A case in point is the city of Mukacheve, better known as Munkacs, today an area in the Ukraine. Until 1919, it was found within the boundaries of Hungary, then, until 1938, within the boundaries of Czechoslovakia. From 1938-1945 it again belonged to Hungary. At the end of World War II, Mukacheve, became part of the Soviet Union. (Encyclopedia Judaica 1971).

A partial list of the many references tools we use to identify the city or town featured in the Yizkor book includes the following: encyclopedias, especially the Encyclopedia Judaica, gazetteers, atlases, "Where Once We Walked: A Guide to the Jewish Communities Destroyed in the Holocaust", "The Shtetl Finder" and the Library of Congress Name Authorities. After the city has been identified in English we go through a similar process in Hebrew because all our Subject headings contain both Hebrew and English listings and can be searched in both languages on-line.

As we all know, during the early 1990's the Soviet Union broke up into independent countries. There were also changes in Czechoslovakia and in Germany. These geopolitical changes affected the subject designations of material previously cataloged and of course, all new material. Scope notes based on the Library of Congress were translated into Hebrew and Bar-Ilan's subject headings were updated. In addition, the various historical periods of Russian Empire under the Czars, the Soviet Union, and the Former Soviet Republics were also accompanied with scope notes in Hebrew.

Examples of Bar-Ilan Original Subject Headings

Hasidism

Hasidic works make up an important part of our collection. Many Hasidic Rebbes, have their novella published. Material about Hasidic dynasties and their particular customs and practices as well as biographies of hasidim need specific subject headings. In 1991, the Library of Congress listed four dynasties as narrower terms under the heading Hasidism. LC has doubled its list of dynasties to eight and include the following: Belz, Bratslav, Guardian-of-the-Faithful, Gur, Habad, Satmar, Vizhnitz and Zanz. In 1991, Bar-Ilan listed thirty-eight dynasties. To date, we list 106 Hasidic dynasties as subject headings. We have also adopted the LC subdivision "Customs and practices", whose scope note is "Use as a topical subdivision under names of individual religions and monastic orders and under individual religions and Christian denominations" and use it with the various Hasidic dynasties. If a work deals with the customs of a specific Hasidic Rebbe, we also use a subdivision with his name. Examples of this are:

Bratslav Hasidim--Customs and practices

Spinka (Hasidic dynasty)--Customs and practices ~

Schneersohn, Menahem Mendel, 1902- Customs and practices ~

Holocaust

Some of the many Bar-Ilan original subject headings concerning the Holocaust are:

Hasidim in the Holocaust ~

Jewish creativity during the Holocaust ~

Jewish leadership during the Holocaust ~

Martyrdom (Judaism) in the Holocaust ~

Oriental Jews in the Holocaust ~

Rabbis in the Holocaust ~

Religious Jews in the Holocaust ~

Zionism and the Holocaust ~

Zionist youth movements in the Holocaust ~

Israel--History

Library of Congress lists the following modern historical periods for Israel:

Israel--History--1948-1967

Israel--History--1967-1993

Israel--History--1993-

Bar-Ilan has added the following subject headings:

Israel--History--1948-1949 ~

Israel--History--1948-1956 ~

Israel--History--1948-1997 ~

Israel--History--1956-1967 ~

Israel--History--1967-1973 ~

Israel--History--1973-1993 ~

Likewise, many more chronological periods were added to Israel--Politics and government

War dead vs. war casualties

Unfortunately in its fifty-two year history as a modern independent country, Israel has had six wars. LC lists both

War casualties and **Battle casualties**

as subject headings. We translate Battle casualties as Nifge`ei keravot. Casualties is a topical subdivision under individual wars. Webster's New Collegiate Dictionary defines casualty as "a military person lost through death, wounds, injury, sickness, internment or capture or through missing in action" (Webster's 1981). Bar Ilan felt the need for an additional subject heading and added

War dead ~

as an original subject heading and in Hebrew, Halale milhamah. The following subject heading has been assigned 107 times.

War dead - Israel - Biography ~

Conclusion

The Hebrew Cataloging department at Bar-Ilan University has adapted and translated Library of Congress Subject Headings into Hebrew and has created new original subject headings. To date, we have over 54,000 subject headings. Approximately a hundred new subject headings are added weekly. These subject headings include classes of people, topical, historical, and geographical subjects, as well as personal names. Each subject appears in Hebrew and in English with "see also" references. Many "see" are included as well. The "Hebrew Subject Headings" are used daily by over 20,000 faculty members and students at Bar-Ilan University. This project, started seventeen years ago, has effectively served its users. Our subject index can be searched on-line as a full subject search or used as a keyword search in a Word-From-Subject (WSH) search. When searching other university libraries in Israel, our readers are disappointed that they cannot search by subject in Hebrew.

The English translation of our expanded Judaica subject headings should be

helpful to those libraries abroad that have large Judaica collections as well as to Israeli universities who have decided to continue to assign Library of Congress Subject Headings in English to their collection (Hoffman et al. 1992, 32).

Bar-Ilan's Library Catalog has a Web format as well as a Telnet format. Any Hebrew speaker in the world, can access our catalog and search using Hebrew subject headings and then return to their local library to find the material sought. While we have no figures to quantify this type of search, we are certain it is wide spread.

Which libraries uses our Hebrew subject heading? Several colleges in Israel and abroad, as well as two Hesder Yeshivot and a Bet Yaakov Seminary use Bar-Ilan's Hebrew Subject Headings. We still maintain that the university libraries in Israel should reconsider their policy of assigning English subject headings to Hebrew material and assign Hebrew subject headings. (Hoffman et al. 1992, 32). After all French university libraries assign French subject headings and Canada assigns bilingual subject headings.

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Electronic Art Reference

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Paper

Even in the year 2000, access to bibliographic and other art reference works functions primarily by using print materials. At least this is the case in Germany and other European countries. The situation in North America may be quite different. In any case, librarians in the the important German art and museum libraries know by daily experience that a majority of users still doesn't regard electronic reference sources as an absolutely necessary part of an art library's service package. Furthermore, apparently neither librarians nor faculty seem to agree on a 'canon' of indispensable art reference resources.

The term 'art reference' means not only bibliographies, but also for example library catalogues which are usable as bibliographies, union catalogues and specialized search engines. In the field of history of art, the bibliographic situation is traditionally not extremely well. All the important standard bibliographies are depending on American entrepreneurship: BHA, Art Index and ARTbibliographies Modern, all available on CD-ROM and via online-hosts. But nevertheless, there is no really comprehensive project for cataloguing the art historical literature, above all articles, of the western hemisphere including the Eastern European countries in a truly balanced and highly specialized manner, taking into account electronic resources and even ephemera.

In Germany, the 'Deutsche Forschungsgemeinschaft' (DFG) is funding since thirty years a system comprising the most important art and museum libraries and aiming at a comprehensive collection building through distributed responsabilities. Access on the internet to this 'virtual national art library' is still rudimentary. But even the existing rudiments, i.e. the union catalogue

Florence-Munich-Rome http://www.kubikat.org and the art historical search engine called "Virtueller Katalog Kunstgeschichte" http://www.ubka.uni-karlsruhe.de/vk_kunst.html are highly useful and quite unrivalled, even in the international context. These sites have much bibliographical significance. They include journal articles etc., but no internet resources.

In spite of such national efforts, the general bibliographic situation is characterized by fragmentation. This fragmentation is not only typical for the bibliographic enterprises themselves, but even more for the ways of presentating 'art reference' in art libraries. German art libraries for example provide their public with a multitude of differently conceived OPACs accompanied by 'art referential' websites. Differences concern the comprehensiveness, the design, the retrieval and are particularly blatant regarding electronic resources. Seemingly, the choices adopted by librarians in order to procure access to electronic 'art reference' are still highly marked by the traditional paradigm of building a local collection of imprints. Off course, there are the limits of accessibility imposed by licence agreements and the necessity to take into account language barriers when constructing a website. But set apart these restrictions, we have to ask whether there isn't internationally, not only in Germany, an immense waste of otherwise needed intellectual manpower, a waste caused by the rather amateurish rivalry of reference librarians responsible for 'their' art historical website. In Germany for example, the successfull infrastructure for cooperative collecting and cataloguing of imprints is not yet paired by an appropriate method for cooperative tracing and cataloguing of electronic resources.

At this point, we also have to consider the already mentioned apparent lack of a consistent professional knowledge concerning pertinent electronic resources. In the U.S., this knowledge may be more developed, librarians and specialized public simply being better acquainted with the Internet. And the latest, rather americanocentric publication by Lois Swan Jones proves that our American collegues sense the benefit drawn from a systematic approach. If we have a look at the list of institutions subscribing to the Grove Dictionary of Art online, we see not more than a handful of german institutions, and only one in France and in Israel for example, compared to an endless listing of American universities. In leading German art institutions, art historians often simply have no idea of an electronic dictionary's genuine advantages and consequently feel no urge to use such material. An enquiry of the most important German art libraries proves that even electronic access to the most important bibliographies can't be expected everywhere. University and continuing education courses on electronic reference in the field of art history seem to be still quite exceptional in our country. As in ancient times, only some connoisseurs hold the knowledge. And it is significant that the international community of art librarians, among them our German AKMB, doesn't seem to have penetrated this subject sufficiently far, although the 'connoisseurs' have furnished much theoretical discourse since the legendary Pisa conferences. So far, we seem to have more concentrated on exchanging know-how from rather individualistic applications, not on the necessary national and international concerted action. There is an IFLA Directory of Art Libraries, but no IFLA reader on 'electronic art reference'. Admittedly, we have the book by Lois Swan Jones, which doesn't even mention the existence of internationally important art libraries in Germany and other European countries...

'Electronic art reference' is a problem which can't be faced on the level of individual persons or institutions. What art and museum libraries need in order to serve and furtheir their public, are internet-specific structures of mediation of reference materials. They have to learn from the british ELIB projects or the american "Scout Report". Also in Germany, there is already a comparable

DFG-funded model project, the "Sondersammelgebiets-Fachinformationsprojekt" (SSG-FI). All these projects are based on intellectual indexing. In Germany, art ressources are in no way integrated.

Another problem is the integration or coordination of internet retrieval with OPACs. Whereas CD-ROMs and in general any electronic publication for which there is a subscription should be consultable directly from the OPAC, this is not obvious for the vast and rather ephemere majority of Internet resources. In Germany like everywhere, a multitude of never identic link lists can't be the professional solution for the future. One has to ask for the possibility of a centralized, but cooperatively operated directory. This directory should benefit from automatic updating. In order to realize a method of semi-automatically harvesting art reference resources, we should experiment with a linguistic software for automatic indexing, for example the system MILOS, a German software successfully tested for use in OPACs. Such a system should use all kinds of pertinent vocabulary, like SWD, AAT or RAMEAU. The continous interaction between automatic indexing and intellectual vocabulary control would ensure a permanent enrichment of the indexing vocabulary and an increasing sophistication of the indexing software's faculties. The thesaurus-like structure of the indexing vocabulary would permit to subdivide the results and to distribute among several specialized institutions the responsabilities for intellectual evaluation. Therewith, German art libraries would have found a new routine of adequately handling electronic resources, a routine which should be able to replace the rather helpless lists of links and to be much more reliable than non-professional search engines.

Questions:

1. How do you evaluate the acceptance of electronic reference vs. print versions in your institution?
2. How is faculty / museum staff's knowledge of internet resources ?
3. Is there sufficient cooperation on this topic between the art libraries societies ?
4. How have pertinent university and continuing education courses to be organized ?
5. Do you think the model of cooperative, semi-automatic indexing outlined here would be viable?

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Report on mobile library services in Khanh Hoa

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Abstract

Khanh Hoa is a province in the Southernmost part of central Vietnam, a long stretch of land reaching farthest to the East, with a population of a million and has been recognized as one of ten tourist centres of nationwide outstanding importance.

The Khanh Hoa library was established from 1975 and now having 120,000 books. The province is divided into 8 administrative units, which are equivalent to district level - Nha Trang city, Van Ninh, Ninh Hoa, Dien Khanh, Cam Ranh, Khanh Son, Khanh Vinh and Truong Sa archipelago. All of them have libraries. Because of many difficulties, in reality, there are regions in Khanh Hoa, especially in highland, ethnic, remote areas where a great part of population have no reading centres. In 1998, due to assist of ALP/IFLA and Library Department belong to Ministry of Culture & Information Vietnam, Khanh Hoa library carried out the project on rural library services, in which the provincial library is the centre of network, sent fresh books for district libraries weekly and they all rotated to communal libraries. The ALP Project was the key to solving problems, established effective interaction of cooperation and coordination between urban and suburban libraries as a communication channels, provided expenditure on buying 8 videos, 90 video - cassette tapes for district libraries and 8,000 books for communal libraries. The Khanh Hoa government supplied a car for provincial library to rotate books for more 15 rural libraries and community branches. Many sub branches are set up at remote mountain, highland, islands in province.

In 1999, Khanh Hoa provincial library distributed 1,200 library cards, serviced

18,500 library attendance, rotared 49,000 turnover of books, new papers and magazines for rural libraries and community branches

Paper

1. Brief of Khanh Hoa province and Provincial library:

Khanh Hoa is a province in the southernmost part of Vietnamese Centre, stretching farthest to the East, the first area of the country that greets the early sun every day. It shares the same border with the other two provinces, Phu Yen to the North and Ninh Thuan to the South; it stands against the highlands of Lam Dong to the West and faces the Eastern Sea to the East, with a population of over a million, and has been recognized as one of ten tourist centres of nationwide outstanding importance. Nha Trang is the cultural, economical and tourist centre of the province, with an area of 238 sp.km and a population of more than 300,000.

The Khanh Hoa Library was established in 1975 and now has 120,000 books. The province is divided into eight administrative units which are equivalent to district level: Nha Trang city, Van Ninh, Ninh Hoa, Dien Khanh, Khanh Vinh, Khanh Son, Cam Ranh and the Truong Sa archipelago and all of them have libraries. Because of many difficulties, in reality, there are regions in our province, especially in island, ethnic, remote areas where a great part of population has no reading centres.

2. ALP/IFLA project on rural library services in Khanh Hoa Province:

In 1998, thanks to the assistance of ALP/IFLA, Library Department belonging to Vietnam Ministry of Culture & Information, Khanh Hoa Library implemented the project on rural library services, and the provincial library, the centre of the network sends fresh books to every district library weekly by car. Since then books have been rotated to the communal libraries. The ALP/IFLA project was really the key to solve a lot of problems, established effective interaction of cooperation and coordination between urban and suburban libraries as communication channels, provided expenditure on buying 8 video sets, 90 video - cassette tapes for district libraries and 8,000 books for communal libraries. The Khanh Hoa library organized a mobile collection with over 6,000 books for rural communities. Nowadays we keep on extending mobile libraries from provincial and district libraries to the communes and villages and establishing new communal and village libraries.

3. Activities of model libraries and book stations:

3.1 Library of Dien Lac Commune:

Dien Lac, a western central commune of Dien Khanh district, has an area of 476ha, a population of 7,500; and 1,500 households registrations. Most of them live on agriculture, account for 70 percent (70%). The rest live on small businesses and handicraft. Dien Lac is a favorable place to transact business - culture with the remote mountainous regions of Khanh Vinh district and the low

lands.

Dien Lac Library establishment and activity may be effective thanks for political party, local authorities, youth league, agricultural cooperative or peasant's federation, voluntary bodies, cooperation efforts between local authorities and the people, especially by Khanh Hoa provincial library. Every day there are tens of users reading and loaning books and newspapers. The library provides up dated information and knowledge on specific subjects of concerning with the community as well as supplies a source of living, working knowledge and leisure for local readers.

During a working year, Dien Lac Library has attained outputs as follow:

1. Material facilities:
   Commune has built a 100sq.m wide office divided into two rooms: a collection and a reading room.

2. Appliances:
   The Khanh Hoa provincial Library supported VND 3 million to furnish tables, chairs and bookcases for Dien Lac Library. Moreover, commune armed a book shelf at the expensive of VND 500,000.

3. Books and journals:
   Due to the aid of Khanh Hoa Library, up to this time, this communal library gets 809 books, among them 200 books from the mobile collection of provincial library, 150 books of district library, 30 books of legislative bookcase.

4. Operation:
   The local authorities appointed a librarian, who has to possess qualification, good personal qualities, goodwill to serve community, be creative and innovative.
   Communal library serves abou' '0 readers every day.

   The library cards were distributed: 270 cards, as following:
   - Workers: 29
   - Local authorities: 28
   - Students: 180
   - Manual laborers: 33

The preliminary results of the Dien Lac Library activities during this time have started to make waves and gained inspiring achievements. The communal library no longer plays the traditional role of stocking reading materials and lending them to the reader but undertakes multiple roles as a community information. cultural and activity centre. The local authorities and the villagers begin to appreciate the roles and the impacts of the library activities in the development of communal cultural life.

Although Dien Lac Library lacks resources, books and journals for local readers, Library of Khanh Hoa province sends books and journals to it every week, so it satisfies the need for local readers.

As known, the local authorities have expected to invest, aim at increasing the quantity of books and journals from 1,500 to 2,000 issues as well as provide audiovisual equipment's and learning materials for their communal library in the next time.

3.2 The Tri Nguyen Island Library:

Tri Nguyen island lies on the southeastern part of the Nha Trang city, and is 21 km distant from Cau Da pier, with a population of 3,200 ; 500 household registrations, mainly living on fishing.

On Tri Nguyen island, 70 percent of houses are tiled covered, 80 percent of families own T.V sets, radio- cassette sets and there are welfare institutions such as: medical stations, primary and high schools 516 pupils of primary and 116 ones of high school, kindergartens, stadium, two attractive excursion sites (Tri Nguyen Royal palace and Bai Mieu fishing village). The material life of local villagers has increased but the spiritual life is still far from desire. They lack many things, especially books and journals.

Because of the vital necessity of local villagers and thanks to Khanh Hoa the provincial library's help, Tri Nguyen Library was opened on 20 March 1999 and was supported with bookcases, bookshelves, 200 fixed books and is constantly bringing in learning materials (books, journals, etc. ...) by car and by boat.

Only for a short time, Tri Nguyen Library has distributed 116 library cards for local readers: 55 adults, 61 students and children. This library opens on Tuesday, Thursday, Saturday and Sunday. Forty to sixty readers are daily served.

The principal target of this library is to limit negative social phenomena, and to improve the means of livelihood and the quality of communal life. In fact the island library has achieved some performance. In 1999, Tri Nguyen Library served 6,875 library attendance's and rotated 12,430 circulation of books.

3.3 The Cam Thanh Nam Communah Library:

Cam Thanh Nam is a commune of Cam Ranh district, 55 km away from Nha Trang city, has an area of 1,331 ha, population of 4,736; 928 household registrations, living on agriculture, mainly planting and processing sugarcanes.

In the past, this commune had no reading centre. As the spiritual living of villagers is more and more higher, asking for setting up a lot of political, cultural, and leisure centres, The Cam Thanh Nam Communal Library was opened on 1st July, 1998. When the IFLA/ALP project on rural library services was carried out, thanks to the assistance of Khanh Hoa provincial Library. The local authority provided a reading room with a surface of 40sq.m and facilities such as: tables, chairs, bookcases and bookshelves. Twenty readers were served at the same time. The mobile book storage of Khanh Hoa Library and the Cam Ranh district Library have been constantly served, borrowed and rotated to this communal Library.

In 1999, the Cam Thanli Nam Communal Library distributed 204 reader's cards as follows:

- Male: 106
- Female: 98

Among of them:

- Civil servants and workers: 24
- Pupils and students: 110
- Others: 70

Besides, there were 5,759 library attendances and 21,312 circulation of books where rotated.

The Communal library objectives are to implant and promote reading habits and to provide up date knowledge and information on specific subjects of concern to the community. In practice this library has become the attractive place which drew local readers' attention, especially children, pupils and students.

3.4 The Library for children of Khanh Vinh district:

Khanh Vinh is a mountainous district of Khanh Hoa province, 40 km away from Nha Trang city, has an area of 922sq.km, with a population of 20,402. Besides the Kinh, there are several minorities such as: the Raglai (70%), The Ede, The Tay, The Nung and The Tring, whose education is still low and have no reading habit.

To aim at increasing the intellectual standard for rural population, in planning to promote reading especially for children, the Library for Children of Khanh Vinh District was opened on 1st June 1998 due to the aid of Khanh Hoa Provincial Library.

Khanh Vinh Library has a reading room with surface of 60sq.m, 6 bookshelves, 12 tables, 2,000 books and a librarian who serves users every day of week. Up to now, this library has distributed 150 reader's cards, as follow:

- Children: 77%.
- Children's parents: 13%
- Others: 10%

Among of them: 20% of ethnic minority residents.
For the six months latter, there were 9,307 library attendances and 1 3.451 circulations of books were rotated.

3.5 The Ninh Da Communal Library

Ninh Da is a commune of Ninh Hoa district, 30 km away from Nha Trang city, population of 8,500 with 1,600 household registrations, living on agriculture. Almost 100% of the houses of this commune have electricity from the national power network.

In 1980s, The Ninh Da Communal Library was opened by a librarian, who possessed qualification, devoted to serve community, and was paid nearby 70% of the chief of agricultural cooperative's salary. This library had 4,000 books, operated effectively during few years and was able to meet of local reader's demands.

However, in the first half of 1990s, when the economy of our country started to change into a market one, The Ninh Da Communal Library was not able to operate because of shortage of funds.

After a break of ten years, in appreciation of the roles and the impacts of the library activities in the development of themselves, in addition to bringing into full play the internal strength, and due to the aid of Khanh Hoa Library, The Ninh Da Library was kept on operating in July, 1998. The local authority provided a reading room with a surface of 40sq.m, facilities such as: tables, chairs, bookcases, bookshelves and 2,000 books given by Khanh Hoa Library, and a legislative bookcases. Besides, The Provincial Library has rotated books twice a month for this communal library. Many users, especially children and pupils visit daily their library to read and borrow books and journals.

In 1999, The Ninh Da Communal Library distributed 150 library cards, served 4,200 library attendances, rotated 7,250 circulations of books.

In order to have expenditure to buy books and journals, this communal library has collected VND 2,000 (US$ 0.14) from every reader.

4. The activity results of the book station in 1999:

Expanding upon results of the IFLA/ALP project on rural library services in Khanh Hoa province, in 1999, the book stations of Library of Khanh Hoa province has attracted a lot of local readers, especially children and students. The book stations distributed 1,200 reader's cards, served 18,500 library attendances, borrowed 70,569 circulation of books and journals. However, the most important result is that the local habitants begin to get used to reading habit, children usually visit library and have not been naughty, the local authorities and the villagers highly have appreciated library's roles, impacts and contributions in the development of themselves. Thus they have been interested in library activities and contributed to efforts to the noble objective of the library. After preliminary results, we believe that the networking of public library system with mobile services may be strategy for survival and growth of our provincial rural libraries.

5. The long- term urgent benefits of model on rotation books and rural library services:

After implementation the ALP/IFLA project on rural library services, we recognized that the model of rotation books to the rural community is measures, which bring a lot of cultural, educative and economic urgent benefits. This is the best measure to establish and promote reading habit of local residents, especially poor countries. The challenges faced by rural libraries in Khanh Hoa province are similar to those faced by rural libraries elsewhere in Vietnam and perhaps in some other poor countries in all over the world. Organizing a book storage for network of public library system with mobile services is both developed manpower and financial resources of local community and economized the state budget but achieved the targets, which were increasing intellectual standard of rural habitants, reducing the gap on cultural enjoyment between rural and urban community. Furthermore, book mobile racks and book boxes, should become convenient and familiar. They can be placed in any suitable places (schools, clubs, communal houses) where books are rotated throughout each village or commune. We always emphasize the importance of mobile libraries. They are used to serve the small rural villages and tribes which can not afford to maintain their own libraries for reasons of economy and management. Mobile library

service should be developed as an extension to the static service and be an integral part of rural library system.

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New wine in old bottles: making library associations more relevant in the 21st century, with special reference to the Library Association of Trinidad and Tobago (LATT)

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Abstract

This paper takes the view that Library Associations exist to safeguard the interests of their members and to facilitate equal access to information by all citizens. The mission, objectives and activities of the Library Association of Trinidad and Tobago are examined against the socio- cultural and political milieu in which it finds itself. It is argued that while LATT, from its inception has engaged in a number activities which have contributed to the on -going professional development of its members, it has not in its forty years of existence become the vibrant and dynamic force that it ought to be -moreso in light of the challenges faced by the Library profession generally at the present time. The major reasons for this deficiency are discussed and clear guidelines for a new dynamic are advanced.

Paper

INTRODUCTION

As organs whose overall aim is to democratize the availability of, and access to, information, library associations worldwide have achieved great success in promoting the interests and values of the library and information profession in their respective societies. The Library Association of Trinidad and Tobago

(LATT), in particular, is one such association; indeed, it has been in existence for 40 years and is still vigorously pursuing the goal. But the latter has become specially challenging in an extremely dynamic global and local environment where advances in information technology keep coming at dizzying speeds; where globalization is making nonsense of territorialism; where pressures are intensifying on all levels - state, corporation, and individual - for insufficient economic resources; where there are excessive demands on personal and professional time; and where loyalty to the manager is often more highly valued than professionalism. In such an environment, LATT has found that though its traditional methods are maintaining a certain level of member interest, they are unequal to the imperative of constantly adapting, keeping pace, and being creative for relevance and endurance in the. 21st century.

In order to appreciate the kind of challenges LATT faces now, it is necessary to isolate some relevant characteristics of the demography and socio-politics of the country in which it operates. One important characteristic is that Trinidad and Tobago is a small two-island state with a combined area of 5,125 sq km (4,825 for Trinidad and 300 for Tobago) and a combined population of some 1.3 million, 51,000 of whom reside in Tobago and, consequently, official decision-making is much more influenced by the government's cultural and political relationships with the citizenry than by advocacy from a system of institutions with developed (alternative) agendas at the level of local communities/sectors. Such decision-making obtains despite the fact that the political system is a parliamentary democracy, along the lines of Westminster.

A second significant characteristic is that, because the majority of the members of LATT are also public-sector employees under the authority of the various (quasi-) state ministries/departments and corporations, they sometimes experience a conflict of roles in their participation in LATT activities which challenge (quasi-) state positions. This conflict often expresses itself in a (real but possibly unwarranted) fear of victimisation for publicly differing from the state, which works against the effectiveness of LATT in its professional work.

A third major feature of the socio-political context that is relevant to the challenge LATT faces is that in Trinidad and Tobago there has traditionally been considerable public lethargy about the value of adequate library and information resources and services to the quality of life and the overall empowerment of the society. It is a lethargy that extends even to government and LATT, and it is reflected in the sparse attention government has paid to the development of library and information services over the years, as well as in the insufficiency of LATT's advocacy over the same period of time. Government's spending has been conservative, to say the least; LATT has generally been more concerned with the development of its members than in the development of public awareness about the value of library and information services; and the public has generally been more concerned with bread-and-butter issues than with mental and intellectual enrichment. The increased competition from other activities such as sports, entertainment, religion, technology and mass media, which have traditionally consumed people's attention, has further exacerbated this situation.

Apart from the demographic and socio-political factors, there is another factor that helps explain the challenge LATT faces: a weak financial base from its foundation to present time. LATT is financed by the dues of members and by the proceeds of fundraising events. Unfortunately, such means have not generated the level of funding necessary to provide the infrastructure (e.g., well-equipped plant, paid staff) to mount a credible professional service. The organisation has also been unable over the years to attract grants and other such funds for the provision of such infrastructure. This has had negative effects on the

Association's ability to be consistent in the execution of its programmes, its visibility, its independence and the maintenance of its records to provide a basis for informed decision-making throughout successive administrations. Other (kinds of) problems with which the Association has been faced will be highlighted later.

In the rest of this paper, I will highlight the kinds of activities in which LATT has engaged over the years in fulfilment of its aims, discuss the other problems which it has experienced, and propose ways in which LATT should seek to meet the challenge identified earlier in order to maintain its relevance in the 21st century.

ACTIVITIES OF LATT: GOOD OLD WINE IN OLD BOTTLES

LATT was founded on January 16, 1960 in the context of the islands[1] having enjoyed a relatively long tradition of library service, with the Trinidad Public Library offering a service from 1851, the ICTA[2] library (later the University College of the West Indies Library) from 1902, the Carnegie Free Library from 1918, the Tobago Public Library from 1921, and the Central Library of Trinidad and Tobago from 1948. The history of the organisation is yet to be written, but the available data shows that, from its establishment to the present time, LATT has generally been engaged in professional development activities, constitutional and organisational development, fund-raising activities (including the making of approaches to local and international agencies for funding), the hosting of literary talks/discussions for the public, articulation on national and international issues, and the holding of regular meetings and social events that brought librarians together. Some of the notable activities of the early years were 1) the broadcasting of weekly radio programmes; 2) the publication of weekly newspaper columns; and 3) the publication of an annual journal, BLATT (Bulletin of the Library Association of Trinidad and Tobago) as well as of the quarterly newsletter BIBLIO. Some of the issues were conditions of service for librarians and the training of librarians. With respect to the latter, LATT was influential in the establishment of the Department of Library Studies at the Mona campus of the University of the West Indies and assisted student librarians in their preparations for the ALA examinations. Most of these activities and issues remain a focus of LATT up to today.

Additional activities which LATT has undertaken over the years include:

- Lectures, seminars/workshops, and regional conferences;
- Behind-the-scenes articulation (via letters to, and meetings with, government ministries/department) on issues related to library and information services in the country;
- Development and execution of a Library Technician's Diploma Programme
- Consultancies; and
- Representation on Library Boards as well as on scholarship interview panels.

Continuing Professional Development

CPD has been a particularly strong focus of LATT throughout the years, so it might be useful to sketch the benefits it has brought to members. The lectures, workshops, seminars, and conferences have enabled members to share

information and ideas about new trends in the profession, assisted them in the development of leadership skills, contributed to their overall career development, and made them better able to develop solutions to various problems. Through its membership in regional and international library and information associations, LATT has provided the opportunity for members to network with co-professionals in the regional and international arenas,[3] as well as to contribute to the work of these associations. These include the Association of Caribbean University, Research and Institutional Libraries (ACURIL), the Commonwealth Library Association (COMLA), and the International Federation of Library Associations (IFLA). Participating members have benefited personally and professionally from the involvement and would have undoubtedly translated the information and ideas gained into their work as well as into their interaction with their colleagues in LATT.

These benefits satisfy Houle's (1967) four categories of needs for practicing professionals.[4]

Constitutional and Organisational Development

LATT's focus on structural development also needs special mention. The association has done a lot of work over the years on restructuring for greater efficiency. Its early constitution was replaced by a new one in 1968. The Association, however, lacked legal status until 1985 when by an Act of Parliament it succeeded in becoming a body corporate.

Aims and Objects

Its aims and objects as stated in Act No.11 of 1985 are to:

a. unite librarians, information scientists, libraries, persons and organizations connected with and interested in the promotion of librarianship and its related fields;

b. safeguard the professional status of librarians and of information scientists by making recommendations on legislation and other matters affecting libraries;

c. make representations to the state for the assistance, encouragement and recognition of libraries, librarians and information scientists;

d. organize meetings, lectures, seminars and visits to promote effective library and information services;

e. encourage the furtherance of recruitment, training and education of librarians and information scientists and improve their conditions of service;

f. promote effective management of, and advise on, the organization of libraries and information units; and

g. do all such acts as are deemed necessary or expedient for the attainment of the aims and objects of the Association.

Mission

In 1993-1994, LATT engaged in a strategic planning exercise during which,

inter alia, its current mission was adopted. This mission is "to promote the growth and development of the library and information professional as well as the advancement of library and information services, thereby ensuring access to information for all." The mission is in keeping with that of library associations worldwide.

In 1998, a new constitution was developed to place the Association in a position to better deal with some of the issues with which it had been faced over the years. This constitution reworked the responsibilities of former standing committees, created new ones, created new positions for the Association, and institutionalised the formation of special interest groups. The intent of these changes is to provide the means for more active participation by members in the activities of the Association and to provide the forum for their overall personal and professional development. However, these benefits are yet to be realised.

PROBLEMS EXPERIENCED BY LATT

In the Introduction, I sought to set out the demographic and socio-political factors which make it challenging for LATT to maintain its relevance and endure in the 21st century. These factors I see as 1) a democracy in which official decision-making is influenced more by cultural and personal relationships between the government and the citizenry than by advocacy from a system of local-sector institutions promoting developed agendas; 2) a conflict which the majority of members experience in their joint roles as public officers and Association members and which is expressed as an unwillingness to publicly challenge the establishment; 3) a lethargy on the part of the population where the value of library and information services is concerned; and 4) the failure of the Association to establish itself as a financially viable organisation. However there are other kinds of problems with which the Association has had to grapple, and I will now discuss them, as such a discussion will further clarify the challenge confronting LATT.

One of the significant problems which LATT has faced is its low level of vibrancy. This is inextricably linked to the Association's lack of financial viability and is reflected in reduced levels of participation by members in the affairs of the Association. The records for the last decade show that, for most years, fewer than half of the membership were financial or attended meetings and activities. The execution of programmes and the effective running of committees, which are crucial to the success of associations, have been made difficult as a result of this situation. This member dormancy, intrinsic to which is the fact that the same few people continuously offer themselves for office, has led to a perception that the Association is monopolised by a few. This perception has in turn resulted in a feeling of alienation in some members, as well as in very selective involvement by others in the affairs of LATT. The problem of member participation is compounded by the fact that the networking of information professionals and their ability to keep up with trends (two major benefits of Library Associations) are facilitated by mechanisms of the electronic age, viz, the Internet, listservs, and email.

This undesirable level of vibrancy has had a most unfortunate effect - an inability on the part of the Association to establish itself as a social force by projecting itself as an authority for library and information services in the country and by functioning as a defender of the public right to these services. LATT has not generally made advocacy a major item on its agenda, though it has from time to time done some work in that area. Especially notable has been

its lobbying for the reversal of the decision by the current political administration to suspend the project for the construction of the National Library.

Towards the end of the 20th century, a new challenge has surfaced - that of the establishment of a new body - the National Library and Information System (NALIS). NALIS has been set up as the government statutory authority by Act No. 18 of 1998 to administer library and information services in the country. When it is fully operationalised, it will be the employer of all library workers who have traditionally fallen under the authority of the Statutory and Public Service Commissions which placed them under the line control of a number of government ministries and departments. This means that the overwhelming majority (about 95%) of the Association's membership (actual and potential) will fall under the line control of one employer. Personalities aside, if differences in perspectives and points of view as well as protocols are not handled carefully and professionally on all sides, the Association may run the risk of being handicapped, particularly since it is not a trade union. However, in situations where consensus is not hard to come by, LATT can play a crucial role in the promotion of library and information services and in advocating for their cause.

Another factor that may have contributed to the viability of LATT is non-compulsory membership of librarians in Trinidad and Tobago in LATT, unlike what obtains for, say, doctors and lawyers. Related to this is the fact that LATT is not responsible either for the accreditation of practitioners. LATT is therefore so much the weaker for these lacks.

PROPOSALS FOR THE WAY FORWARD: NEW WINE IN OLD BOTTLES

The challenge for LATT in the way forward lies in finding innovative and creative ways of dealing with the issues which have been problematic for the organisation and which have worked against its effectiveness. Issues such as the development of its membership, quantitatively and qualitatively, its transformation into a financially viable entity, and its engagement in public/outreach activities must be its major focus.

In order to develop the quality and quantity of its membership, LATT must aggressively market itself to its internal public - all categories of the library and information personnel. This is to ensure that the mutual value of the Association and members' involvement are clearly understood and appreciated. A definitive marketing strategy is therefore required to enhance personal and professional development and the development of a sense of professional culture and community. Additionally, its continuing professional development activities must be intensified and carried on in a consistent manner. This would lead to a membership which is knowledgeable and consequently confident about the value of the profession and competent in the practice of all its traditional and developing trends. This rise in the level of professionalism among its members should help in reducing the fear/reluctance on their part to publicly articulate their views, particularly when these differ from those of the political directorate or the administrative directorate of any library service. This should also lead to a reduction in the incidence of members displaying selective loyalty to the Association. A deep sense of commitment to the profession and the professional organisation is the factor which would guide actions. These measures coupled

with maintenance of a register of library and information workers in the country and engagement in a recruitment drive should contribute significantly to the development of LATT's membership.

Another way of contributing to the development of its membership is to maintain a constant dialogue with the Department of Library and Information Studies at the University of the West Indies that seeks to ensure that its curriculum, curriculum delivery methods and facilities are geared to producing the kind of professional that is relevant to the needs of the profession in Trinidad and Tobago.

LATT should also seek to become the legal authority for the regulation of the profession in the country. This would be a step forward in the development of an enhanced sense of professionalism in the practice of the profession. However, a lot of work needs to be done in the area of professional and personal development before this is attempted.

Some other activities in which the Association can engage to ensure that members perceive it as valuable to their professional lives are: becoming a pressure group for enhanced salaries and conditions of service for library workers, and being an advocate for the provision of adequate funding for development of acceptable levels of service in the libraries operating in the public sector. Advocacy must therefore become institutionalised within LATT's constitutional arrangements and be vigorously pursued.

Engaging in research is another way in which LATT can raise the professionalism of its members. This would provide its members with the theoretical base for informing the formulation of policy decisions. It would also empower the Association in its advocacy programmes.

LATT must also market itself to its external publics in order to transform itself into a social force in the country. It must therefore engage in programmes that go beyond the profession and which enhance learning and access to information in addition to the development of information literacy skills to assist the public to adequately deal with the information age. This may involve making strategic alliances with other organisations in the society that are involved in related activities. These could include organisations of teachers, or organisations that deal with literacy, reading, or information technology. The aim of these alliances should be to utilise the skills of the profession in areas where they can make an impact on the public good. The success of such marketing strategies may mean embarking on programmes to which successive Association Executive Boards are bound. At present, each Executive pursues its own agenda, which results in a lack of follow-up of activities which may have started earlier. The marketing strategies should also include playing a more active role in the society on issues relating to the public's rights to quality information. This must necessarily include fostering intellectual discourse on these matters and lobbying government for improved access to information on policies and operations.

LATT also has to tackle its financial problems with the degree of seriousness which this matter merits. This is necessary for it to develop the kind of infrastructure necessary for it to carry out its responsibilities. The establishment of a properly equipped secretariat with paid staff is a pressing need. Creative methods need to be instituted to realise this. The ability to be engaged in professional development activities in a consistent manner is also dependent on this.

CONCLUSION

The Library Association of Trinidad and Tobago has a solid foundation on which to build to ensure its relevance in the 21st century. Throughout its existence, it has engaged in a number of useful programmes aimed at the fulfilment of its mission. Although these have resulted in a certain measure of success, they have not really succeeded in transforming the organisation into one which is poised to deal with the imperatives of the 21st century. LATT therefore has to re-examine itself, and the current participating members, individually and collectively, need to institute innovative ways to respond to the changing local and international environment. For this to be a reality, a high level of sacrifice and commitment on their part will be necessary.

ENDNOTES

1. The islands became one political entity in 1889.
2. The Imperial College of Tropical Agriculture.
3. LATT has contributed to the attendance of members at these fora.
4. According to Cyril Houle as quoted by Donald J Kenney and Gail McMillan , these are: 1) the need to keep up with new knowledge relating to one's profession; 2) the need to establish mastery of new conceptions of that profession; 3) the need to continue the study of basic disciplines which support one's profession; and 4) the need to grow as a person as well as a professional.

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Technological Discontinuities in the Library: Digital Projects that Illustrate New Opportunities for the Librarian and the Library

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Abstract

Our library profession is changing dramatically, largely due to the forces unleashed by major advances in computing, networking, and storage technology. We are at a juncture where the library and librarian must ask how they will embrace and use these new technologies. From a business perspective, we know that the three interrelated concepts of competition, technological discontinuities, and innovation are having more and more relevance for the library. This paper suggests that libraries are losing market share and that we can address external threats from competition through unique partnerships and technological innovation.

Paper

Introduction

The concepts of competition, technological discontinuities, and innovation are typically found in a business environment, however these concepts can also be very useful in examining libraries' current practices and establishing new

directions and opportunities. Although my framework here is the university and research library, I believe that these concepts will become relevant for all libraries.

Competition

What does competition mean for the library and does the library have competitors? Typically, another institution, business, or person is a competitor if they are taking part of your market share. One measure of a library's market is the number of reference questions dealt with at the reference desk or through electronic reference. We have experience at Rutgers University which indicates that we have handled 23% fewer reference questions in the 98/99 academic year than we did in 96/97 academic year (Boyle, 1999). There are many ways to deal with this problem and, as one approach, reference librarians are pursuing improved methods for delivering reference service (Lipow, 1999). What we are faced with is a competitive threat. In some respects, the threat is very amorphous and difficult to identify and is represented by the millions of Web "publishers" who distribute information on the Internet. Our library users and patrons are finding this information and using it in lieu of the scholarly information available to them in the research library. In other cases, the threat is more clearly and easily identified. What would we do if Amazon.com decided to enter the book lending business? Alternatively, InfoRocket (www.inforocket.com) is a new company which offers reference services through a Web auctioning process similar to eBay. In effect, anyone on the Internet could become an amateur reference librarian. Perhaps closer to home is the assertion by Dr. Michael Kurtz, an astrophysicist at Harvard University. He flatly states that "librarians could not have helped us" to organize and make available the most important research resources to others in the field (Marcum, 1998). The point of these examples is that we do have competition and we need to recognize that there are serious threats not only to the library as an institution, but perhaps more importantly to the users of a library and the quality of information that they are obtaining.

Technological Discontinuities

A technological discontinuity is represented in a new technology or in the re-packaging of a set of existing technologies that results in quickly obsoleting a product or service. An example from the 1960s is the introduction of the electronic calculator. In a very short time, slide rules and mechanical calculators disappeared and, in some cases, the companies that made these products disappeared when they could not adapt to or find ways to use the new technology. Another more recent example is that of using the Internet and the tcp/ip protocol to transport voice calls. This application of the Internet represents a technological discontinuity for traditional telephone companies and provides an opportunity for small entrepreneurs to enter the telephone business with relatively little investment. In general, the Internet and the Web represent technological discontinuities for the library and thus both an opportunity and a threat for the future. As just one example, as we train our reference librarians to do Internet reference using search engines, portals, and web research guides we are finding less use of the Library of Congress classification system, a system which most students find obscure and confusing.

Innovation

Librarians pride themselves on being able to understand user needs, organize information, and provide effective access to information. These skills represent

the traditional competencies that are part of what makes a library a success. However, the opportunity that technology offers and the threat of technological discontinuities suggests that we are entering a new era in which it is "more important to know what we don't know than to know what we know" (Berghel, 1999). One way to respond to these threats is by creating an innovative environment within the library that will harness the power of new technology by generating new services. Innovation is an intriguing part of human behavior and it has mysterious and desirable aspects such as creativity. Library administrators should foster more innovation in their institutions, however they may find this human behavior difficult to stimulate and even more difficult to do well. Zairi (1992) provides an excellent definition of technological innovation that helps set the framework and context for this paper: *"Technological innovation is the process by which industry generates new and improved products and production processes. It includes activities ranging from the generation of an idea, research, development and commercialization to the diffusion throughout the economy of new and improved products, processes, and services."*

How does one do innovation? For many years, the concept of "skunkworks" has been a very successful and interesting innovation process within corporations (Bennis & Biederman, 1999). Frequently a *"skunkworks"* operation can be a very innovative process because of the empowered environment, lack of formal processes and the abscence of bureaucracy. Business consultants (Hamel & Prahalad, 1994) have long urged innovators to examine the *"white space"* or the *"cracks"* between traditional markets to find opportunities for new products and services. As introduced in the next section, the Scholarly Communication Center is examining these *"cracks"* within the context of library needs and competencies in order to prototype and trial new products and services. As in most library endeavors, partnerships are essential.

Projects and Partnerships

At Rutgers University Libraries (RUL), we have established a center in which new technology can be evaluated with the objective of enhancing library services or creating new products and services. The Scholarly Communication Center (SCC) (Collins, Fabiano, et al, 1999) within RUL was officially launched in October, 1997 and has pursued initiatives in teaching, scholarly communications and electronic publishing. Our efforts in the SCC are a catalyst to bring together experts in subject content, technology, and library services in order to forge new partnerships and prototype new services. The SCC has provided a unique opportunity to experiment and innovate and this section will briefly describe four projects which highlight the partnerships, the technology and the lessons learned from our experience.

Medieval Early Modern Data Bank

In the Spring of 1998, the SCC joined with Rudolph Bell, Professor of History at Rutgers, to develop a website (Bell, Jantz, & Khanna, 1999) for finding and retrieving data from the Medieval and Early Modern Data Bank (Research Libraries Group, 1996). The Medieval and Early Modern Data Bank (MEMDB) is a project established at Rutgers University and originally cosponsored by the Research Libraries Group (RLG), Inc. MEMDB is co-directed by Prof. Rudolph M. Bell of Rutgers University and Prof. Martha C. Howell of Columbia University and has an objective to provide scholars with an expanding library of information in electronic format on the medieval and early modern periods of European history, circa 800-1815 C.E. MEMDB contains

five large data sets, three pertaining to currency exchanges and two pertaining to prices from the medieval period. Scholars can use this data source in many different ways. For example, by examining prices of commodities from the medieval period, a researcher can show a correlation between prices and major events such as ship wrecks or epidemics. Through this partnership between librarians and teaching faculty, MEMDB is now available world-wide to scholars, students of history and others who will find unique ways to utilize this valuable source of data.

GIS in the Social Sciences

Geographic Information Systems (GIS) tools provide powerful digital mapping capability and can be used in almost any academic discipline. GIS offers social scientists a new tool for conducting and presenting research, yet GIS remains the province of the more traditional geospatially oriented departments such as geography and urban planning. For a state university like Rutgers, there are many researchers who want to develop and analyze data to demonstrate trends, support a developing theory, or to use the technology for instructional purposes in the classroom. The project discussed here demonstrates how the SCC has extended this powerful GIS technology to other departments within the university. In this role, a librarian brings together technology, data, tools and training within a library setting. In this specific project, we discuss a collaboration with one of the political science professors at Rutgers University in order to provide a course entitled "community organization" which focuses on specific cultural, health, and business issues relative to a small urban area in New Brunswick, New Jersey. The political science course referenced here presented quite a challenge as articulated by Professor Michael Shafer. The objective was to teach junior-senior level students to use a powerful GIS tool to map census data about certain urban areas in New Jersey. Four of the course lectures were dedicated to this aspect of the course in which the RUL data librarian presented the essential elements of the mapping tool and how to import and map census data. This experiment in using GIS in a political science course highlighted the difficulties of using sophisticated computer tools in a classroom environment and the delicate balance between the pedagogical aspects of the course and the practical application of technology.

Eagleton Public Opinion Data

Research data is an under-utilized resource in academic settings primarily because of the difficulty in accessing the data and the tools required for effective manipulation of the data. In collaboration with the state premier polling agency, the Eagleton Institute, RUL and the SCC have provided access to New Jersey public opinion data via the Web. To address some of the data complexity issues, the website (Jantz, 1998) has provided the following capabilities:

- Search and browsing the poll database by title, date and keyword.
- Viewing the questionnaires online
- Examining specific question results
- Downloading data files in a file format that can be directly imported into SPSS

Standard web publishing technologies and the statistical tool SPSS were used to generate the question results from the raw data and to present this data on the Web. This feature is especially noteworthy since it enables users who are not familiar with tools like SPSS to actually view and use the data. In addition to

providing public access to this valuable set of research data, the Eagleton website was recently used in an undergraduate political science course to introduce students to quantitative methods.

Alcohol Studies Database

This last example represents a collaboration within Rutgers University Libraries and illustrates a new genre of information sources that are delivered through the Web, are subject specific, and continuously evolve as new material becomes available. For some time, a sizable research reference database including journal articles, books and book chapters has been available at the Center for Alcohol Studies at Rutgers University. As in MEMDB and the Eagleton Polls, this database represented a significant research resource that was accessible only through librarians at the Center for Alcohol Studies. The database of over 50,000 citations is now available through the Web (Page, Jantz, and Mead, 2000). The search interface presents thesaurus terms in three categories of physiological aspects, social aspects, and drug terms in order to provide a standard vocabulary and effective searching to the user. Sophisticated boolean operations can be easily constructed using pick-lists and the search can be limited by special categories such as populations or audience.To publish this database on the Web, we have used standard database technology and a database publishing tool called ColdFusion (Allaire, 1999). In order to streamline this publishing process, we have also developed a reusable platform that consists of the software technology above and a repeatable process that uses a website template and a standard bibliographic database definition. The database definition and website template can be quickly customized to highlight the specific content and unique characteristics of the specific database.

The "e" Connections

We are continuing to explore new and exciting possibilities that we believe will help the Library discover innovative and valuable services. Although we are inundated with the commercial jargon that prefixes many of our products and services with the notation "e-" (e-library, e-journal, e-encyclopedia, e-book), these areas all represent potential technological discontinuities for the library. In another emerging project with Professor Rudy Bell, we are contributing organization, design, and technology enablers as part of a new history honors course on medical advice in the medieval period. Students will search, find, and download to a local SCC archive electronic books (e-books) from a vendor's site. Since the books are from the medieval period the text cannot be easily character recognized and thus the books are represented as digital images. As part of this course, the students will have an opportunity to use e-book appliances for the book images rather than print a copy of the book. The e-book is a perfect example of the "cracks" between traditional library services and it represents a potential discontinuity for the library. Here is a book with no permanent content so how does one catalog such a product. One can easily imagine library servers that enable users to download books to their portable reading devices, yet there is at present no institutional framework to handle a device such as an e-book. And, as one might expect, there are a variety of vendors offering e-book products, some of them clearly thinking about the library market as a potential source of revenue. Through this technological innovation, we stand to lose another part of our traditional product base or we can aggressively pursue approaches to using this technology in the library.

There are many other opportunities that are emerging for the librarian and which also represent potential discontinuities. Internet reference offers the

capability to deliver reference service "anytime, anyplace" and is a service that our users are demanding. With technologies such as voice on the Internet and streaming video, we can imagine sophisticated and effective internet reference. As indicated in the introduction, commercial vendors are already entering into this arena by auctioning reference service and producing web-based research guides.

Conclusion

This paper has described several endeavors in the Scholarly Communication Center that illustrate how librarians can undertake technology oriented projects that benefit both research and the classroom and which illustrate how we can address the threats from technological discontinuities. The projects demonstrate that:

- Prototyping is an effective tool to understand potential new services.
- Reusable platforms reduce time to market.
- New technologies in combination with traditional librarian competencies offer the opportunity for new services.
- Platforms offer ways to encapsulate knowledge so we don't lose it.

As learning and education are transformed by the digital revolution, we can expect a further dissolution of the traditional structures of the library. The research library must transform itself to keep pace with this revolution and to fully utilize the innovations in network and computing technology. In undertaking this transformation, as Lynch points out (1999), "we've chosen to emphasize extrapolation rather than identify and understand emerging discontinuity." We will no longer be able to provide effective service by using analogies to what we have done with our print resources. Librarians can deal with the impending technological discontinuities by learning about and becoming experts in the competencies of innovation and partnership. Innovation suggests that we look for totally new paradigms to provide information service and that understanding what we don't know might be more important than relying on what we know. Partnership competencies suggest that we strive to understand how the professionals in our respective subject areas conduct their research and teaching and how we can become part of their team. Bringing together special competencies and new technology in an innovative environment can result in new products and services in the library that will provide tremendous benefits to our users.

Some time ago in a reference to the challenges of innovation, Steele (1983) described the "gauntlet of innovation" as a process that has many barriers. To successfully negotiate the technological revolution in libraries, we need not only new ideas and a stimulating environment in which they can grow, but we also need people who believe in new products and who will undertake the difficult tasks of building them. These people are the champions of new ideas and they will need lots of support to flourish in an environment steeped in tradition. Innovations will be lost without these champions.

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The workings of the Parliamentary Library in India: How it responds to the needs for information and research support in the context of new information technology

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Abstract

An attempt is made in this Paper to present a brief overview of the Parliamentary Library of India and how it serves the information needs of Members of Parliament. Mention is made of the different categories of Library collections. The description of the extensive databases created by the Library forms a major part of the Paper. The various tools of modern information technology currently in use are described to indicate the way the Library is collecting, processing, storing, retrieving and dissemination information. Computer linkages with outside agencies/organizations available for exchange of information and the home page of the Library on the Internet are also described.

Paper

In a parliamentary democratic system, as in India, the representatives of the people need objective, factual and timely information with a view to ensuring executive accountability to the legislature. That being the case, it is imperative that a Parliament should have its own information reservoir and information management system, away from the control of the Executive Branch. In the Indian Parliament, the multifarious information needs of members are met by

Parliament's Library and Reference, Research, Documentation and Information Service, more popularly known by its acronym 'LARRDIS'.

The Parliamentary Library was established in 1921, long before India's independence, when representative government was then under the control of the administration of Britain. The Library grew in size and stature only after the achievement of national freedom in 1947. The demands of the parliamentary system contributed to the growth of the Library and in 1974 a total transformation was effected in its organizational set up when it acquired a larger role and the present name, the LARRDIS.

Ever since its inception, LARRDIS has endeavoured to live up to its role as an information provider and also as an information manufacturer. The Parliamentary Library is a key component in the LARRIDS system, with a collection of about one million volumes. The Library collections include books, debates of Indian Parliament, State Legislatures and some foreign Parliaments, reports of Central and State Governments and United Nations and its Agencies, Gazettes of Central and State Governments and other documents, including periodicals and publications brought out by the Secretariats of the two Houses of the Parliament.

The collections of the Library are primarily in English. India being a nation of diverse languages, the Parliamentary Library has of course a sizeable number of books and other publications in Hindi and a large number of other national languages. Collections in foreign languages are not maintained in any significant numbers.

The traditional approach of collecting books, issuing them out to those who ask for them and answering simple queries of the customers was all that was expected of the Libraries till very recently. But the phenomenal growth in the range and dimensions of the sphere of the government has made it impossible for the modern legislator to be self-reliant in the field of information that he needs in the discharge of his duties as an effective representative of the people. The situation has necessitated the establishment of not only a well-stocked Library but also an efficient research and reference service to which Members of Parliament can always turn for help and assistance.

Remarkable developments in the field of science and technology in recent years have revolutionised all aspects of human endeavour --especially in the context of information management. People today live in an information society and without a doubt an informed electorate and Legislature are valuable assets to a successful democracy.

The advent of new technologies has not gone unnoticed or unutilized in the Parliamentary Library in India also. We have been making a modest but sustained attempt to harness the advantages of modernizing our Library so that we can serve the Members of our Parliament better.

It was in the mid-eighties that the Parliamentary Library of India initiated measures to keep pace with the technological advancements in information management. Thus, in December 1985, we made a modest beginning towards automation. A Computer Centre was set up for managing the Parliamentary Library Information System (PARLIS) with the help of the Government run National Informatics Centre (NIC). There has not been any looking back since then. In fact, within a decade and a half, we have succeeded in automating almost the entire Lok Sabha Secretariat, besides LARRDIS. The software required for different services of the Secretariat are developed in-house in

collaboration with the NIC and another Government-owned firm, the Computer Maintenance Corporation (CMC) Ltd.

It may be worth mentioning that the modernization of the Lok Sabha Secretariat has indeed been a welcome development in further facilitating the varied roles of a Member of Parliament. Inevitably, the informational needs of members have also been greatly addressed with the computerisation of the Secretariat and its Branches dealing with Questions, Committees, Reporting, Members' Services, General Administration, Budget and Payment, Recruitment, Pay and Accounts, etc., and LARRDIS. Two separate but inter-linked Computer Centres are now functional - one in Parliament House and another in the Parliament House Annexe.

Databases

The Parliamentary Library has put special emphasis on developing its own database, since the need for objective and non-partisan information for a member is vitally important. As of now, the following are available by on-line information retrieval:

- **Business of the House**
  - *Parliamentary proceedings* (Indexes of relevant parliamentary proceedings from 1985 to 1993; retrievable by the Member's name and keyword, with a facility for year-wise filtering)
  - *Select Parliament Questions* (since 1985; lists may be generated by giving the Member's name or subject or date)
  - *Text of the Constitution and the Constituent Assembly Debates* (List of Members and full text of proceedings)
  - *Bills* (Index of Bills - Government & Private Members - retrievable by name of Member, subject, Bill number, amendment number, etc., available from 1985 onwards)
  - *Practices and Procedures* [Rules of procedure and conduct of business in the Houses, Decisions/Observations/Directions by the Chair (Indexes available, besides text of Directions from 1952; retrievable through the serial number of the Direction and subject)]
- **Ministers and Members**
  - *Council of Ministers* (names and portfolios of the Union Council of Ministers since 1947)
  - *Consolidated Index of Members* (names and membership from the time of the Constituent Assembly onwards)
  - *Bio-data of Members* (of Ninth to Thirteenth Lok Sabha and of Rajya Sabha from 1986 onwards; statistical data relating to age, sex, education, profession, party, previous political experience and socio-economic background of members of Lok Sabha from 1952)
- **Obituary References** (made in the Houses since 1921)
- **Elections**
  - *Presidential and Vice-Presidential Elections* (details of all elections since 1952)
  - *By-elections to the Lok Sabha* (since 1952)
- **President's rule in States/Union Territories (since 1957)**
- **LARRDIS**
  - *Library Catalogue* (books/reports added since 1992; search by author, title, classification number, subject, keywords in title, keywords in context) [A programme to include all data pertaining to book acquisitions prior to 1992 is in the planning stages and we hope to have this completed soon].

- *Serials Control* (journals/periodicals added since 1989; title, subject, keyword searches possible); Parliamentary Documentation (this Current Awareness Service provides indexes to select books, reports and articles from 1989, retrievable under parameters like period, subject and country).

- *Press Clippings* (about 600 new press clippings on a wide variety of subjects available daily for on-line scanning; search is also possible through various parameters)

- *Library management functions* like acquisition, processing and issue and return of books have been computerized by using the software package LIBSYS. Members can access the catalogue of the Parliamentary Library through the terminals installed at the Library counters. Indexes of important articles published in newspapers and journals and publications of national and international organizations are also available through the terminals. Subject bibliographies and select lists of publications on various subjects are provided to members on request. Further expansion of the computerization efforts is envisaged to cover some other areas, including parliamentary activities like Papers tabled in the House; Pay Rolls of Members of Parliament; rare collections of Parliamentary Museum and Archives; and telecasting of parliamentary proceedings.

Supply of Computers to Members

Keeping in view the immediate and succinct information requirements of Parliamentarians, a need was felt to provide computer facilities to them at their residences/work places. Accordingly, each Member is being provided with a computer (lap top/desk-top, as per his choice) along with all accessories like printer, data/fax modem card, etc. Free Internet and e-mail connections have also been given to each Member.

A user friendly menu-driven software under the Windows environment has been developed by the NIC and the CMC which would assist the Members of Parliament in the following areas:

- Constituency functions management system: census statistics; and election statistics
- Personal information system: correspondence and grievance module; local area development system; and lists of service beneficiaries
- Office automation activities: multilingual word processing facility; e-mail facility for sending mail to fellow MPs, Parliamentary Secretariats, Ministers and their offices, etc., fax facility, voice mail, telephone diary; greetings preparation, Directory of Who's Who; appointment planning; etc.
- Parliamentary Library Information System (PARLIS)

In order to provide on-line services such as e-mail facility and access to the parliamentary databases, other Government databases and databases of foreign Legislatures to the Members, a central computing facility has been set up in Parliament House and connected to the NIC's satellite based network, NICNET, through a Micro Earth Station (VSAT) and leased lines. Presently, Members of Parliament can have access to computerized information/databases available in the Computer Centre (in the Parliament Library) from their residences/work places through their personal computers.

Linkage

As mentioned earlier, PARLIS is connected to the NIC's satellite-based network called NICNET, which in turn is linked to the capitals of all the 32 States and Union Territories and the 600 odd District Headquarters of the country. The linkages help in the quick search for information as needed by Members.

The Library is also working on a comprehensive scheme for developing a national on-line network for inter linkage of databases of PARLIS with databases of State Legislatures under a National Legislatures Information System.

Parliament of India Home Page

The Indian Parliament's Home Page, which became operational in March 1996, was accessible at the Internet site http://alfa.nic.in. The site has now been changed to http://parliamentofindia.nic.in to facilitate the search.

A large volume of information is available on the Home Page. The information includes the texts of the Constitution, Constituent Assembly Debates, Select Addresses by the President of India, Rules of Procedure, Directions and Decisions from the Speaker, Bills and National Policies, bio-data of Members, current Debates of the Houses, indexes of Debates, etc. (part of the information is available from specific years only).

Microfilming

For the optimum utilization of space and better preservation of documents, the Parliamentary Library set up a Microfilming Unit in 1987. Substantial work has since been accomplished. Documents now available for computer assisted retrieval include Debates of the Legislative Council and the Central Legislative Council (representative institutions which existed during the pre-independence period), Debates in the Constituent Assembly and Lok Sabha and Rajya Sabha and the Indexes thereof, Reports of various Parliamentary Committees and the Indian Parliamentary Group, Papers tabled in the House, rare books, Government Bills, Constitution of India, Journal of Parliamentary Information, etc.

Reference Service

Within the LARRDIS is a Reference Service which is devoted exclusively to attend to the requests for information from Members. The various tools of information technology now available in the Library have helped in ensuring a speedier and better response to the queries from Members, especially on matters coming up for discussion in Parliament.

Conclusion

The new advances in the field of information technology, as we have seen, have enabled the expansion of the services that are made available to the Members of Parliament. Apart from this, a noteworthy yet often ignored achievement has been the speeding up of the already existing practices and procedures in the service of Members. These include the faster supply of more comprehensive information on demand, preparation of briefs and notes in anticipation of needs, etc. Application of IT has thus resulted in an overall improvement in the quality and content of the services rendered by the Library in the areas of reference and

research support for Members of our Parliament.

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Use of New Technologies for Better Library Management: GIS (Geographic Information System Software) and PDAs (Personal Digital Data Collectors)

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&

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Abstract

New technology for any discipline is frequently technology that is not necessarily new from the broadest perspective, but technology that is finally capable of being widely adopted within the discipline. Two such technolgies are currently available and can now be used in the library and information discipline: GIS (geographic information system software) for library market profiling and location analysis; and PDAs (palm pilot type instruments) with built in bar code scanners, for better collecting in-library use. This paper describes and discusses applications and technologies.

Paper

Introduction

"New technology" for any discipline is frequently technology that is not

necessarily new from the broadest perspective, but technology that is finally capable of being widely adopted within the discipline. The lag time from the initial development of the technology to its adoption within a discipline may be caused by a variety of factors, such as costs, difficulty of usage, or lack of required support services. Two technologies that fit into this "new technology" description that are in existence presently, for well over a decade, but can now be widely used in the library discipline, are geographic information systems (GIS) and portable data collectors (PDCs) or personal digital assistants (PDAs).

Geographic information system software was developed in the early 1960's. However, up until the early 1990's, the use of GIS required a computer configuration that would cost well over $100,000 USD. The GIS software was command line driven, (code and number language) making it difficult for casual users to easily understand and use. As a result, a dedicated support staff was often needed. Finally, data for the software was expensive to either buy or to develop in-house. Today, GIS sofware can cost less than $1000 USD and be run on PC-compatible computers costing less than $2000 USD. Many GIS software vendors provide several data sets as part of the initial purchase price of the software, further lessening costs.

A study funded by the U.S. Department of Education combined bar codes representing pre-defined in-library use data attributes with bar code scanners to collect such data in a manner that is more detailed than previously available. ("Handheld..." 1999). The study involved 100 public library branches in over 40 library systems within the U.S. The general categories of in-library use in which data were collected were in-library material usage, library assistance, and library user activities. Refer to the web site http://www.geolib.org for a detailed look at the level of data details that could be derived from the collected data.

Although the initial study involved public libraries, there is no reason why similar methodology could not be adopted in other types of libraries (e.g., academic, special). The rapid pace of technology has meant that the technology used in the initial study is now even more affordable and can be collected using hand-held devices running the Palm or Window CE operating systems.

In March of 2000, the in-library data collection methodology was presented to the Federal-State Cooperative System, the group responsible for setting library data collection standards within the U.S. In addition, the methodology was adapted to both the public and academic library situation within France. As the value of better measurement of in-library use becomes better know, it can be expected that the use of PDCs and PDAs in libraries will become standard library practice.

Personal digital assistants and portable data collectors have been widely used in warehousing applications since the late 1980's. New technology have made these PDAs and PDCs even more portable (e.g.. Palm Pilots which can be held in the palm of a hand). These PDAs can now be easily integrated with built-in bar code scanners to help standardize data collection in a variety of library environments that were traditionally ignored within the U.S. (e.g., in-library usage). Today, PDAs can be bought for well under $1000 USD, including application generator programs that can be used to develop custom library data collection programs on the PDAs.
This paper will discuss the applications of these two technologies in a library environment.

GIS: Geographic Information System Software Applications for Libraries

For retailers the two basic functional uses of GIS are market profiling and location analysis. Marketing requires a detailed breakdown of the socio-economic and demographic status of immediate locales, the surrounding population, and subsequent estimation of the geographic market range. These types of retail applications are useful for libraries - as libraries share the "travelled-to" characteristics of many retail outlets (Koontz, 1997, 112).

Library Market Area Measurement There are five ways to measure geographic markets that illustrate the dynamisim and versatility of GIS ("Using..." 1996, 187.) A market area is the geographic area from which a library draws most of its users. Maps based upon US geographic and political boundaries are provided to illustrate these concepts.

1. Assigning each library branch a certain number of census tracts or block groups. Block groups are smaller divisions within a census tract. These can vary from country to country, e.g., Scotland population districts are called cachement grids.

2. Determining a branch market through overlay of zip code (or postal) boundaries. These zip codes are based upon customer/user address data.

3. Determining branch markets by assigning equal portions of the population to the nearest existing facility. This is a modeling technique, location allocation which simply assigns each member of the population to the nearest facility.

4. Determine a branch market by assigning a certain mile radii to be served. This is a standard and more general approach used to compare key features.

5. Determining the actual market area by geocoding user address data. This is by far the most accurate.

Market Profile

In the US, US Census Data provides hundreds of variables that describe the population and is collected every ten years. Research in the library field (Koontz 1990) recognizes certain broad variable groups that are strongly associated with library use. Nine broad groups include: 1) population; 2) sex; 3) race/ethnicity; 4) age; 5) family life cycle; 6) owner occupied housing; 7) income; 8) education; 9) vehicles per housing unit. These are strictly US based, and relevant to the US environment. Within the US there will of course, be important population differences that the library manager must be aware of in their own locale. These of course, will be different from country to country and within countries.

Once the important population characteristics are identified, the library manager can identify who resides within the geographic market, to better determine what products and services may be desired.

Further analysis can be performed by GIS to provide more precise information. Several examples include: 1) analysis of overlaps and gaps in library service; 2) market areas that have over 50% college graduates, or under 30% children (any

variable can be input and displayed); 3) identification of which library market has the highest per capita circulation; and 4) new site analysis, including distance of new facility from other branches, population growth, and a review of major topography.

The power of GIS to have many data sets collapsed and viewable in one environment, provides a powerful dynamic digital tool for library managers.

Other Applications

There are other uses of GIS that may be of interest to library managers. For example, because GIS allows one to view many geographic data sets in one environment, the software also permits research and analysis into aspects of regional or national library policies that may be difficult to perform in other analytical environments.

A recent political issue in the United States has been the difficulty of providing computer access (and, by extension, information access) to individuals with low income or in poverty. The public library and its many branches have been held to be one of the key solutions to this problem. But this assumes, among many other assumptions, that individuals with low income or in poverty are located near a public library outlet.

To research this, GIS was recently used to estimate the geographic market area being served by each individual public library outlet in the United States (Jue, et. al., 1999). The market profile of each of these market areas was analyzed to estimate how many people in the estimated geographic market areas of existing public library outlets were in poverty. In addition, an estimate could be made on how many people were in poverty that were completely outside the estimated geographic market areas of all existing public library outlets. From these analyses, it was determined that there may need to be regional policy differences in the funding of public library outlets if the original goal of improving information access to individuals in poverty through public libraries was to be realized. In policy issues of providing information access over a geographic area, whether it is local, regional, or national, the power of GIS may prove to be quite useful and the results enlightening.

Finally, as GIS becomes more affordable and easier to use, the software itself may become a new service that a library manager may want to provide. It is quite common for libraries to provide access to computer software such as word processing, spreadsheets, and databases. GIS is simply computer software that manages and analyzes data that have a geographic component to it.

There have been attempts to introduce GIS software within both academic and public libraries since the early 1990's in the U.S. ("Implementing..."). This effort was hampered significantly by lack of inexpensive geographic data, especially local data. Today, as local governments develop local data sets and want to provide easy access to this information, libraries may find that they can be a vital local institution in providing information access to all.

PDA Application for Collecting In-Library Use Data

Libraries collect materials circulation data because those materials are cataloged and, consequently, their movement out of and back into the library can be automated. This has not been the case, however, for materials that were used but never left the library at all. Because library user activities have also been difficult to collect in an automated manner, good data on this aspect of library usage is also difficult to find. Today's technology has provided an answer to these problems, however. The non-collection of in-library use data today is not due to the inability to collect such data in an automated manner but because of the up-until-now lack of habit of doing so and the lack of widely-accepted standards for what types of in-library use data to collect.

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Summary

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The baby boomer generation - impact on public libraries theoretical and practical evidence

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Paper

Introduction

Along with the other nations, Australia will experience one of the greatest demographic movements and cultural shifts in history with the Baby Boomer generation. This generation has long commanded the attention of demographers, politicians, marketers and social scientists. En masse the generation has had a significant impact on the national psyche, politics and the social fabric of all nations. The Boomer generation transformed and literally disrupted the social norms of the established society of the day. In numbers they are vast, however the sheer numbers are not entirely the issue.

This paper forms part of preliminary research conducted for a PhD through Charles Sturt University, New South Wales, Australia on the Baby Boomers and public libraries. It may be noted that this is not a definitive document on the Baby Boomers - extensive further research and investigation will be conducted to complete the thesis on this topic.

Objectives

Is it a reality or a myth that this generation will impact on public libraries? Is what has been written and stated about the Baby Boomers reflect in the practical evidence? These questions will be addressed in this working paper which is an abridged version of a paper presented at the National Public Libraries Conference in Perth, Western Australia 1999. Publication details are listed in the References at the conclusion of the paper.

The paper has five main objectives:

- provide a statistical and demographic profile of the Baby Boomers at the local, state and national levels within Australia;
- provide characteristics of the Baby Boomer generation;
- present comparative results and outcomes of a library survey within the Shire of Swan Public Library Service where the Baby Boomers were statistically targeted;
- address the issue of mythical or real impact of this generation on Public Libraries;
- address the issue of theoretical documentation about the Baby Boomers versus practical evidence.

Demographic Analysis - Baby Boomer statistical profile

This analysis has involved an examination and assessment of expanded thematic profiles by the Australian Bureau of Statistics of the Boomers in Australia, Western Australia and the Shire of Swan. All statistics have been based on the 1996 Australian census and the Baby Boomer period has been determined as being from 1946-1961.

The table listed below highlights some comparative demographic details about the Baby Boomers in Australia, Western Australia and the Shire of Swan.

Table 1: Demographic Analysis

	Australia	Western Australia	Shire of Swan
	NUMBER OF BABY BOOMERS		
Total Number of Baby Boomers	4,233,310	418,356	16,235
Number of Baby Boomers %	23.65%	24.23%	24%
	PLACE OF BIRTH		
Australian Born	67%	59%	54%
Overseas Born	33%	41%	46%
	PROFICIENCY IN ENGLISH		
Speaks only English	82%	86%	81%
Speaks another Language & English Well/Very Well	13%	10%	14%
Speaks another Language & English not at all well	2.5%	1.5%	2.5%

	EMPLOYMENT		
In Labour Force	78%	79%	78%
Employed	73%	75%	72%
Unemployed	11%	9%	10%
Not in Labour Force	18%	18%	24%
Employed as Managers, Administrators, Assoc Professionals	24%	25%	20.9%
Employed as Clericals, Tradespersons, Service Workers, Production, Sales & Labourers	54%	54.5%	63.7%
Employed as Professionals	20%	18.5%	12.8%
	INCOME LEVELS		
Weekly income $200-$599	22%	19.8%	23.4%
Weekly income $600-$999	25.8%	25.4%	30.9%
Weekly income $1000-$1,999	27.7%	29%	26.4%
Weekly income $2000	7.2%	7.2%	3%
Partial income	13.2%	14.6%	12.5%
	EDUCATION LEVELS		
Bachelor/Postgrad Dip/Higher Degree	15%	13%	8%
Undergrad Diploma/Associate Diploma	8%	8%	7%

Educational statistics have been based on unpublished tables of the 1996 Census of Population and Housing prepared by the Australian Bureau of Statistics.

From Table 1 it is evident that there are a great number of Baby Boomers whether at the national, state or local levels and many have been born overseas. Proficiency of the English language is high and almost half are employed in professional capacities and the other half in trades and other employment.

Educational levels are high and after a further breakdown of the statistics it became evident that there was little difference between the number of 'leading' edge Boomers (those born between 1946-1955) in Australia and Western Australia with higher educational levels than those of the 'trailing' edge group (those born between 1956-1961).

Of the 'leading' edge Baby Boomers in Australia 8.4% had attained a Higher degree, Postgraduate diploma or Bachelor degree and 4.8% either an Undergraduate diploma or Associate diploma. By comparison 6.3% of the 'trailing' edge Boomers had achieved either a Higher degree, Postgraduate diploma or Bachelor degree and 3.2% an Undergraduate or an Associate diploma. In Western Australia 7.6% of the 'leading' edge

Boomers had achieved higher degrees, with 5% having an Undergraduate or Associate diploma. For the 'trailing' edge Boomers 5.6% had achieved a Higher degree, Postgraduate diploma or Bachelor degree and 3.3% an Undergraduate or an Associate diploma. In the Shire of Swan the results for the 'leading' edge Boomers highlighted that 4.5% had achieved Higher degrees and 3.9% an Undergraduate and Associate diploma. As for the 'trailing' edge Boomers 3.4% had achieved Higher degrees and 3.1% an Undergraduate or Associate diploma.

A comparative analysis was undertaken of the overall tertiary education levels in Western Australia for the years 1938 and 1948.This information was based on statistics from the relevant Statistical Registers of Western Australia. Students who were born in 1920 would have entered university in 1938 when only 727 persons were enrolled in degree courses out of a population of 460,161. This equated to 0.15% of the population. In 1948 when those born in the 1930's would have been attending higher education institutions only 1,950 persons of a population of 522,330 were enrolled in degree courses (0.37%). Within the same periods of time only 108 degrees were conferred in 1938 and 176 in 1948. Despite the low higher educational levels within these years, some of this age group could however have obtained Higher degrees later in life.

In general these statistical results emphasise the fact that there are a greater number of those born between 1946 -1961 with higher educational levels than those of previous generations.

Baby Boomer Generation - Theoretical Evidence

In Australia, Hugh Mackay (1997) has identified three generations competing for current services and demanding an understanding of their needs. These three generations are those born in the 1920's often referred to as the 'silent' or 'lucky' generation, the Baby Boomers born between 1946-1961 and the Baby Busters/ Generation X or Dot.com generation, the children of the Boomers. In essence these are three different societies.

The Baby Boomer generation has often been referred to the as the 'breakthrough', 'me' and 'stress' generation with a host of other terms used by astute marketers referring to the ageing segment of this generation as grey power and ABENS (Asset Backed Empty Nesters). In America there are about 76 million Boomers, which represents 29% of the population. In Australia, there are over four million Boomers representing 24% of the population.

The immediate questions that do arise are - What has influenced this generation; what are the characteristics of the generation and is it a homogenous group of individuals or are there major differences? Born after the Second World War, the *"pig in the demographer's python"* the Boomers are now in their *"Boom"* period. Baby Boomers are individuals who grew up in the second half of the 1940's, the 1950's and the very early 1960's. The period is often recorded as between 1946-1961. Some demographers particularly in the US refer to the period between 1946 -1964. For the purposes of this paper the period 1946 - 1961 has been selected. The term 'post-war baby boom' refers to the increase in births when Australian servicemen returned home from World War II. The birth rate rose to record levels, creating the generation that came to be known as the Baby Boomers.

The Baby Boomers are almost notorious as being the first generation not

only to challenge the mores of the past, but also to have actually fundamentally changed and transformed them. Rock music, drugs and free love may all be part of today's generation, but it was the Boomers who lead the way and made the new the norm. As a group in general terms, market research has shown that the Boomers are demanding and do expect value for money, quality products and convenience. Time is of the essence for this consumer group.

They strive to remain youthful and mentally young and view retirement as an active period of their life. Their interest in health , fitness, looking young and attractive and longevity is quite phenomenal. There are in fact many parallels with the teenage market.

They can expect to live longer due to medical advances however stress and burnout could impact on this expectation of longevity. They are well educated, thirsty for information interested in travel and will want to stay involved in the political processes. In addition they are optimistic, forward thinking and undoubtedly redefine old age. This is the Great Expectations generation, the pioneers of the new aged. Indeed their needs, interests and values will determine both social and fiscal policy and shape the political agenda well into the 21st Century.

One of the most valuable contributions to an understanding of the Baby Boomers from an Australian perspective is the work of social psychologist Hugh Mackay. His publication 'Generations: Baby Boomers, their parents and their children' is the outcome of many years of research and the work focuses on the characteristics of the Baby Boomer group in particular the Leading Edge group (born 1946-1955) in the Australian context. Mackay refers to the Baby Boomers ('Leading' edge) as the 'Stress' Generation, their parents the 'Lucky' Generation and their children the 'Options' Generation.

In their quest for the personal happiness that this generation had been led to expect due to the timing of their birth, Mackay is reported to have stated, as summarised by TeamWorks Australia in their publication *"Baby Boomer Research Top Up"* that the Boomers have:

- become the most divorced generation;
- created the two-income household as the cultural norm;
- as a result of the above, redefined the dynamics of family life to include single parent families, re-marriage and joining families, and delaying having children;
- lead the gender revolution; and
- grown up with the ideal of egalitarianism. (TeamWorks Australia 1998, p3)

As for information the Boomers consume it "as voraciously as they have previously consumed Thai food, experiential holidays, sexual partners and cars". (Mackay 1997, p118).

Both Mackay and Carol Davis another Australian leader in research relating to the financial status of the Baby Boomers, identify two distinct groups among the Baby Boomers as the 'leading' edge and the 'trailing' edge. Davis has described the former group as those who took advantage of the boom after the Second World War, who own their own homes and have few debts. Their children have either left, or are progressively leaving home. If a two-income family, they have a higher disposable income than their young counterparts and as a group are powerful both economically and

politically. The 'trailing' edge boomers have been described as not having the same opportunities as their senior counterparts and as a result of a depressed economy particularly after the 1987 stock market crash have experienced financial difficulties. They do not own their own home outright and are still educating their children. (TeamWorks Australia 1998, p5)

TeamWorks Australia identifies the work of Warner who cites a study conducted by the University of Michigan, which also indicated that the two halves of the Baby Boomer generation are quite different, particularly in their saving and spending patterns. This study concluded that the more senior Baby Boomers have become quite careful and thrifty as they approach retirement. Their junior counterparts have adopted those spending habits associated with the Boomers directly after the Second World War.

Warner in the same article refers to additional work by The Strategy Group which recommends that marketers should consider their target markets in terms of 'cohort groupings' rather than broad age categories that cross generations. This concept relies on common behavioural trends in other words, people born around the same time (a 'cohort') will share many similar and long lasting attitudes about life, formed in youth and adulthood. (TeamWorks Australia 1998, p5)

The AMR: Quantum Harris and advertising agency McCann - Ericson surveyed 700 Baby Boomers, followed by 60 in -depth interviews and compared their views and outlook with 1300 older and younger "non-Boomers". The outcome of this study revealed that about half the Baby Boomer population was financially comfortable and relatively content and satisfied with their lives. The other half did not respond in the same way.

Shire of Swan Public Library Survey Outcomes - Practical Evidence

In April 1999 the Shire of Swan (since 1 April 2000, the City of Swan) Public Library Service undertook a library survey of 881 customers. The City of Swan is the largest local authority area wise in Western Australia extending 1029 km2. The current population is ca 80,000 with a 5.6% growth rate per annum. The area is both rural and urban and supports four public libraries, one joint -use library with a District High School and one para professional library in a new development called Ellenbrook. In the near future is expected that this latter area will accommodate a population of over 30,000 persons.

This survey sought the following information:

- demographic profile;
- satisfaction levels with the library service;
- self service options;
- purpose for using the libraries;
- prioritisation of future needs;
- personal computer/internet availability;
- value to the customer of variety of resources and services;
- passive and active leisure preferences.

The survey was constructed in such a way so as to analyse the Baby Boomers as library users within the same areas as mentioned above. To

achieve this outcome, the age groupings were arranged so that both the 'leading' edge' and the 'trailing' edge' could be identified. The tabled outcomes identify the collective responses of both the Baby Boomer groups. The Baby Boomers represented 31.3% of those 881 customers who were surveyed.

The following outcomes have been compared with the responses of the 54+ age group:

Demographic Profile

- Overall 72% of the Boomers were married with 15.2% separated, widowed, or divorced, 6.5% in de facto relationships and 6.2% single. By comparison with the 54+ group 72 5% were married, 23% separated, widowed or divorced (a much higher rating than the Baby Boomers however this could relate more to the widowed status), 3.7% single and .7% in defacto relationships.
- With regard to employment, more of the Boomers were employed in professional positions (32.5%) than the 54 + group (19%).
- Education levels revealed that 32% of the Boomers had achieved tertiary bachelor/postgraduate degrees and 21% a certificate /diploma from TAFE. By comparison with the 54+ groups 26.5% had achieved higher level degrees and 10.4% a TAFE certificate diploma.
- There were more Boomers born overseas than there were in the 54 + group where the majority of the non- Australian born came from the United Kingdom.
- 36.5% of the Boomers received $20-40,000 pa, 28.6% $40-60,000pa, 14%$60-80,000and 7.1%over $80,000.Of the 54+ group 52.5% received less than$20,000with 29% $20-40,000 and 17% $40-80,000

Self Service Options

- Relating to self service options the most important services for the Boomers in order of priority were to check their own records, place reservations and renew their loans whereas for the 54+ group ability to renew loans, followed by the ability check loan record and then place reservations were the most important of these options.

Purpose for Using the Libraries

- Although both groups identified the three main reasons for using the library as being - recreation/leisure, followed by general interest and formal study the percentages in each category differed significantly.

  Boomers 54+ Recreation 58%, 78% General interest 17.5%, 13.4% Formal study 15%, 2.2%

Prioritisation of Future Services/Needs

- A list of future services was identified for prioritisation purposes. The first five in order of mean rating for the Boomers were:
  - Electronic access to the library from home- (4.03)
  - Ability to email information queries to the library from home (4.61)
  - Internet training for a fee - (4.61)
  - Electronic books - (5.39)
  - Online searching of international databases for a fee - (5.41)
  - For the 54+ group; the first three identified by the Boomers were of equal importance however their other priorities were lecture programs with guest speakers for a fee and a self-service issue

system.

- This demand for a lecture program with guest speakers by the 54+ has been proven through the Shire of Swan's Lifelong Learning Program where 55% of the attendees were in this age group and only 38% were Baby Boomers.

Personal Computer and Internet Access

- With regard to availability at home of a personal computer and internet access at home the outcome for the Boomers was :
  36.3% had a personal computer without Internet access
  36% had a personal computer with Internet access
  27.5% did not have a personal computer at home
  By contrast, of the 54+ 61.3% did not have this facility. In fact only 17% of the 54+ had a computer with Internet access.

  It is interesting to note that the 54+ also listed remote access to the library from home as one of the highest priorities and yet only 17% had the connection to facilitate this remote access. This may be clarified by the following comment. As this priority question relating to remote access to the library was a ranked question, it is not possible to determine whether this group would actually use this service. Hence their response may have been based on the fact this facility was a good idea or that it was a current trend and would be an expectation for the future.

Value to Customer of Services and Resources

- Value of services and resources was prioritised and mean rated by the Boomers as follows:
  - Non-fiction collection(4.32)
  - Reference collection(4.12)
  - Fiction collection (4.09)
  - Reference and information service(3.90)
  - The least important were seniors' services(2.33), multi-language collection(2.23) and children's and youth services(2.88)

  The priorities of the 54+ group were:
  - Fiction collection
  - Non fiction collection
  - Seniors' services
  - Community information

Passive and Active Leisure Interests

- Regarding passive and leisure activities both groups identified the same interests. For passive leisure the results were in order of priority as follows -reading, followed by listening to music, visiting libraries, watching television and gardening. For active leisure interests running and walking rated as the highest followed by swimming, water sports, dancing and aerobics/fitness classes.

Impact of the Baby Boomers on Public Libraries - Myth of Reality?

From this research it is obvious that the Baby Boomers are not a homogenous group. In fact there appears to be two distinct groups with major differences and subgroups within the groups. The Boomer market can indeed be split into various segments. Awareness of this and knowledge of these segments within our respective communities is critical for future

service provision.

Now to the burning question - Will the Baby Boomers as a generation impact on public library services and resources?

Demographics have shown that by the years 2011-2021 the Boomers will join the ranks of the mature market (the term seniors or aged will undoubtedly be heavily debated and denied by this group). This impact will be encountered by all service providers, including public libraries. As this group ages or matures it is inevitable that the impact for public libraries will be on seniors' services and the viability of catering to the needs of this diverse age group which comprises a high proportion of ethnicity.

Based on the 1996 Census the 65+ age group in Western Australia equated to 14% of the population. In 1996 24% of the population were Baby Boomers. Within the years 2011 and 2021 the former group will join the more inactive and frail aged group and the Baby Boomers will enter the 65 + age group. Together these two groups will pose a real challenge to public library service providers as they both compete for very diverse services.

The following statements offer potential scenarios for future library services for the ageing Baby Boomers. The objective of the statements is to awaken awareness and provoke further thoughts for discussion:

- Currently libraries offer a range of services for both active and inactive seniors within the community and resources to meet failing vision such as large print books and audio tapes.
- Publishers will need to rethink the title range of their large print publications to meet the discerning needs of the mature Baby Boomer customers. The E-Book may be one option if the font size can be adjusted and titles are readily available.
- Due to their youthfulness the Boomers are more likely to engage in intergenerational programs instead of traditional seniors' activities. Combined programs with teenagers are quite feasible.
- Lifelong learning programs are of interest to retirees however the content of these programs may differ to suit the demands of the two ageing groups.
- Continuing education could be seen as a right by this assertive and educated group. Demands could be placed on public libraries to be involved in personal and self education development courses and skills to cope with a changing world.
- Technology will be a driving force and a proportion of the Baby Boomers will expect our public libraries to offer the latest and the best.
- Access to the library from home has been identified in the Shire of Swan survey as a number one priority for both the Baby Boomers and the older generation. The Baby Boomers appear to have the technology, which the older generation does not possess. The library will potentially bridge the gap between the information rich and poor.
- Baby Boomers are more likely to be virtual customers whereas the older generation may still prefer the face to face service.
- Home delivery of resources even for the active aged Baby Boomers may be a future expectation as convenience was considered to be of high importance to this generation.
- The future of the Homebound Service is another potential area for change. The older generation incapable of accessing the library will probably still appreciate the personal delivery of library resources. By

contrast those Baby Boomers with access to technology and at the same stage in the lifespan may possibly prefer their resources to be down loaded and read via an electronic reader.
- Diversified and innovative marketing and communication strategies will be crucial for the delivery of future seniors' services as the target audience will consist of two very diverse generations
- Information will be in high demand combined with ease of access to that information. The quality of the service will determine the value of the service to this consumer group.
- Public libraries may need to form stronger alliances with institutions, organisations and commercial outlets which offer similar products, services and resources for joint ventures and to keep in touch with the various marketing strategies.

The success of future public library services to seniors of the two generations will be determined by the diversity, range and availability of options both in resources, programs, services, service delivery methods and marketing techniques. Innovative, visionary leadership, commitment, and enthusiasm will be a requirement of future public librarians to work with this rich reservoir of wisdom and experience spanning two diverse generations.

From the literature (Theoretical Evidence) it is clear that the Baby Boomers are of a different generation with quite contrasting needs and expectations to those of previous generations. The importance of theoretical evidence cannot be underestimated. The particular use or value of theory depends on at least two factors: the validity of the theory and what the theory is used for. Indeed, practitioners often dismiss theory, however research or theoretical foundations are critical to practical success.

For this paper the theory, based on written evidence of extensive statistical, market, social and historical research by well reputed authors and Government agencies provided

- Pertinent information relating to the environment and historical setting in which the Baby Boomers were born
- Characteristics and values of the Boomers based on observation, interviews and surveys
- Identification of their needs as a particular market segment.

Further research is required into this topical subject in particular into the two Baby Boomer groups. However, from the initial findings it is evident that the theory about the Boomers complements the practical evidence and outcomes of the City of Swan survey:

- The Boomer generation is well educated
- The Boomers do have greater expectations in relation to service provision and delivery
- Information and lifelong learning are important to this generation
- Time and convenience is of the essence
- Remote access via technology to which they have access is a high priority.

In this instance both theory and practice have resulted in the same trends and outcomes. Theory in itself cannot stand alone - practical testing is critical to determine the validity of the outcome and results.

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Relations and Co-operation Between Legislative Libraries in the European Community

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&

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Abstract

This paper discusses the most common forms of international co-operation between legislative libraries from the perspective of Eastern European legislative libraries. The focus is on experience sharing and on the present place of these libraries in expanded European and world-wide communities, as is represented by the European Centre for Parliamentary Research and Documentation (ECPRD) and the IFLA Section on Library and Research Services for Parliaments. The issues covered range from traditional exchange of printed library materials to possible forms of future co-operation, the latter being illustrated by a description of the ELVIL 2000 project.

Paper

1. Introduction

Co-operation between parliamentary libraries, other than the most traditional exchange of documents, invariably brings up the topic of meetings and conferences, professional visits, staff exchanges and partnership. Partnership usually entails joint projects which require a specific contribution from partners; whereas other forms of co-operation are a worthwhile means of sharing

experience, information, advice and ideas to establish relationships between participants that are more and less experienced, or active and beneficiary. Thanks to the Internet, changes made available to many institutions and individuals have affected ways of co-operation. For instance, electronic mail and web sites, electronic meetings and discussions via list-servers have had a significant impact on communication between libraries, especially in terms of globalisation and quicker than ever "response time", without affecting the substance of these contacts themselves. However, none of these forms - conducted in a traditional or an electronic way - is characteristic either of parliamentary libraries or libraries in general.

Though the perspective of the present paper is essentially Polish, we hope that it will not merely be received as a description of an individual experience, but as a voice in the discussion on the forms of international co-operation that are currently in high demand among legislative libraries.

2. From the storehouse of printed material to the storehouse of electronic knowledge

The title of this section itself conveys in a nutshell the history of co-operation between parliamentary libraries. Most long-established parliamentary libraries began by building a collection giving priority to their own parliamentary and official publications both of national and local coverage. Equally important were the fairly extensive collections of foreign parliamentary and official publications, and publications of international organisations, particularly if their output (conventions, treaties, etc.) had an impact on national legislation. The rationale being that the legislative process and the parliamentary research service supporting it require knowledge about the stages of the legislative process and access to the legislation of partner, neighbour or most influential countries. Until the rapid growth of electronic publications over the recent years, there was practically no other way to meet the potential needs of users than to collect complete runs of titles of interest. And although satisfying the needs of some our users would require a collection as big as that of the Library of Congress, our collection-oriented and largely self-sufficient libraries were also user-oriented because the maintenance of those collections was directly related to the actual needs of users. The "collection-oriented" and "user-oriented" libraries are not necessarily separate concepts and one does not need to be an alternative of the other (as it is sometimes put in professional literature).

As an example, the Polish parliamentary library, established in 1919, gathered a sizeable collection of foreign parliamentary and official publications, mainly from an exchange of printed materials between libraries, based on the consecutive international conventions of 1886 and 1958.

At present, the collection of Polish and foreign parliamentary and official publications holds over 60,000 volumes, and in publications from international organisations (first of all the UN documents collected by the Library as a UN depository library) - over 16,000 volumes. These collections together form 25% of the total collection of the proper parliamentary library which also consists of rich holdings of Polish and foreign books and serials in areas such as law, politics, economy, history and related fields. The Library is now exchanging parliamentary and official publications with some 30 countries, chiefly European, and in a guide to that part of our collections, published in 1998, 270 current titles are listed. On the other hand - current Polish parliamentary materials and official publications are distributed to 65 different partners in these countries, and in most of them our key partners are parliamentary libraries.

Simultaneously, since the mid 1990s, the Library has collected publications available on CD-ROM, chiefly collections of legislation, e.g. French, Spanish, German, Italian, and also collections of documents of organisations such as the European Union or the United Nations. It also uses foreign parliamentary databases available over the Internet (and those of international organisations). Moreover - the Sejm Library now offers access to its own eight databases with links to full-text databases of both chambers of the Polish Parliament maintained outside the Library (http://bs.sejm.gov.pl:4001/ALEPH/).

Since electronic resources are increasingly becoming a basis not only of bibliographic reference services, but also a source of primary documents or original texts, the question arises whether continuing to collect print-on-paper publications is purposeful or not and what is the future of the collection developed until now. We are rather cautious. At the end of 1999, while revising our written collection policy statement, we decided not to give up acquisitions and storage of current print-on-paper journals of laws of individual states (flowing in as free exchange material), and simultaneously to acquire - due to their search value - collections of laws on CD (usually meaning a direct expenditure from the Library budget on their subscription). And we did not take any radical decisions concerning the long-developed and nationally unique collection of foreign parliamentary and official publications. Though shortage of space will one day bring this task into sharp focus. The tendency seems obvious: from the collection-oriented to the virtual legislative library. So far, many libraries, including those in most countries of Central and Eastern Europe, are going through a transition period, marked by the will to quickly catch up with the modern, technologically advanced libraries, although hesitations and old habits, and insufficient material resources may stand in the way of this process.

Who will eventually turn out to be right: those prophesising the end of libraries needing a physical location, or those maintaining the continuing need to acquire printed materials in the future, whereby new electronic media would not entirely replace printed documents? I believe that in parliamentary libraries - with the increasing demand of parliamentarians for library services - traditional library functions will continue to play a role but, electronic formats included. It needs to be stressed that our libraries are already switching to information transfer services.

3. Eastern European legislative libraries and the international community

When considering the Eastern European present situation, one has to highlight the importance of the various forms of assistance which - following the events of 1989 in Central and Eastern Europe and the resulting process of democratisation of the former communist countries - was granted by the international parliamentary community to parliaments and parliamentary libraries in this part of Europe. The most comprehensive assistance in terms of geographical coverage, duration, variety of forms and expended funds was undoubtedly granted by the Congressional Research Service (CRS) under the auspices of the Special U. S. Congressional Task Force on the Development of Parliamentary Institutions in Eastern Europe (commonly known as the Frost Task Force). Parliaments of Western democratic states - the United Kingdom, Canada or Scandinavian countries in relation to the Baltic states, to name a few, participated in this support: organized seminars, professional visits and training courses, donated the most essential reference library materials and facilitated subscription of periodicals, including the very first databases on CD-ROM in our

collections. Through this assistance - granted at the time of revolutionary changes in the information technology environment - new library and research services were launched in newly established democratic parliaments (for instance in Latvia, Lithuania and Estonia), and several long-established libraries had also completely changed their image and ways of operation (the Czech Republic, Hungary, and Poland).

The assistance oriented towards the well-identified needs of the individual parliaments - the measurable effects of which are best illustrated and summarized in a book published under the auspices of this particular IFLA Section[1] - has also had a strong international dimension. Thanks to the Parliamentary Institutes (organised by the CRS on its premises), and many workshops and seminars for parliamentary librarians provided by the CRS, the British House of Commons, as well as the European Parliament and Council of Europe in the first half of the 1990s (held throughout Europe, also in some of the countries concerned, like Hungary and the Czech Republic) the new parliamentary librarians got to know each other and succeeded in developing professional and friendly relationships.

Also, the more experienced among us not only received but also provided assistance. For example, the Polish Parliament provided placements in its library, information and research services for colleagues from Albania and Lithuania. A workshop was held in Poland in 1995 on parliamentary research services in the region. Our staff members were also invited as lecturers and speakers to share their experience at seminars and workshops, e. g. for the Baltic States and lately Georgia. Recently, we have been involved in the Ukrainian Center's "Democracy and Development" project to translate and publish selected texts of current Polish law which constitute a basis for our economic and social reforms, and to provide expert opinion on the issues involved. The purpose of this is to give Ukrainian legislators a model and a possible source of inspiration.

The first contacts with Western colleagues encouraged and created a powerful impetus to join international - European and world-wide - communities, first of all the ECPRD and the IFLA Section of Parliamentary Libraries. The ECPRD until the end of 1980s was an organization typical of the then divided Europe: its membership consisted of Western European national parliaments represented in the European Parliament and in the Parliamentary Assembly of the Council of Europe. After 1989, the Council of Europe turned out to be most accessible to new democracies of Central and Eastern Europe, enabling parliaments (but not libraries) of these countries to become members of the ECPRD. Around that time, the original concept of permanent working groups, set up to cover specific subject areas: data processing, libraries, terminology and thesaurus, was changed and replaced by seminars on subjects of common interest to parliaments. The first meeting of the ECPRD library working party ever hosted by a representative of this part of Europe, and the last one before dissolution of the group, was organized by our Library and held in Warsaw in Autumn 1993.

The most valuable part of the Centre's activity for parliamentary libraries and parliamentary databases has been the support to and promotion of the multilingual thesaurus Eurovoc created by the European Parliament. Independently, sometimes with the financial support of the European Parliament, a number of local (i.e. unofficial) translations of the thesaurus were produced at the individual parliaments, in Albanian, Croatian, Czech, Lithuanian, Polish, Romanian, Russian and Slovenian; and many new ones are planned. Various aspects of Eurovoc translation, implementation and use were discussed at several well-attended ECPRD seminars, co-funded by the European Parliament, two of

which were held in Prague in 1995 [2] and in Warsaw in 1996,[3] the last one being in Madrid in 1999. According to the latest data, the thesaurus is used in 15 chambers of parliaments in Europe, and seven more plan to adopt Eurovoc in the near future. Interestingly, these are mostly parliaments of Central and Eastern Europe. This shows the integrating role of Eurovoc as a common language of access to European parliamentary databases, at the national level and that of the European Parliament. In fact, one can understand that long-established Western parliaments have shown less enthusiasm toward the adoption of Eurovoc because it means the costly decision of abandoning the already used indexing language or using both the old and the new.

An expansion process on a much larger scale affected IFLA which grew from a small and "club-like" organization, grouping mainly European libraries and holding the majority of its annual conferences in European cities, to a very large and world-wide association. The process was reflected in the individual sections, including IFLA parliamentary section.

The Section's efforts to integrate the Eastern European parliamentary librarians with the world-wide community, and in particular the immediate reaction to the challenge of changes in Eastern Europe must be stressed. As early as August 1990, at the IFLA General Conference in Stockholm [4], the Section took up the discussion of the role of Western parliamentary libraries in the constitutional reform process in Eastern Europe. In the wake of that, the Section both defined and co-ordinated assistance and co-operation. Two special meetings were held in 1991 in conjunction with the Moscow IFLA Conference, where, following a review of parliamentary libraries in Eastern Europe, requirements and possible forms of assistance from Western parliaments were presented, together with a resolution asking the Inter-Parliamentary Union to act as a co-ordinator of the assistance projects.[5] The Section's *Guidelines for Legislative Libraries*,[6] published at around the same time, became an invaluable source of professional knowledge and ideas for all of us who were involved in setting up new information services for legislators.

After 1990, the Section's membership from Eastern European countries grew considerably, though for some it was not the first contact with the world forum of parliamentary librarians. For the time being - with the exception of the already mentioned contributions to the publication on parliamentary libraries and research services in Central and Eastern Europe - most of us carefully study and observe the situation. Participation in the annual conferences of the Section and other meetings within the main IFLA Conference, as well as the Conferences of Parliamentary Librarians helps maintain our relations and possible co-operation with parliamentary libraries world-wide.

Being a member of IFLA and ECPRD brings us back a feeling of belonging to an **undivided Europe** and to the world. The need to preserve this feeling causes some reserve as we approach one of the goals of this IFLA Section to "encourage the organisation of regional conferences and other forms of regular contact between parliamentary information services operating in particular world regions".

In his paper on a similar topic, our present Chairman, Richard Paré, anticipated the following trend, connected with budgetary restraints in many countries: "... parliamentary and legislative libraries will be inclined to rationalize their services by establishing more partnerships with other non parliamentary libraries (national, academic and special libraries) in their area, notably in collection development and resource sharing".[7]

To illustrate this tendency, let me present ELVIL 2000 (the European Legislative Virtual Library) project implemented across Europe, with partners from different types of institutions, financed from outside sources, using the work of parliamentary services and oriented towards the goals matching the mission of parliamentary services: ensuring effective functioning of a democratic legislature and making the results of this work easily accessible to the citizens. It is also an example of a "co-operative information system", a small number of which was regretted a few years ago by John Brudenall of the Australian Parliament.[8]

4. ELVIL 2000 Project

Some flavour of the future has been provided to our Library by participating in the ELVIL 2000 project financed by the European Commission, DG XIII under the Telematics Programme, Library Section, as a follow-up to the ELVIL project completed in 1999 (http://www.elvil.sub.su.se.).

The participants in the project co-ordinated by the Stockholm University are universities, various types of libraries, publishers and parliaments from Sweden, the United Kingdom, Spain (Catalonia), and also - as new partners in the ELVIL 2000 project - Polish and Czech parliamentary libraries as well as the Library of the European Parliament.

The principal goal of the project is to create and operate an Academic Portal to European Law and Politics. Its idea was born out of the conviction and a felt need that in order to achieve active citizenship in the future European Union it is essential that citizens and mass media get access to and understanding of European law and political procedures. One way of supporting this democratisation process is to make information resources on law and politics available over the Internet, and to develop easy access tools for search, selection and presentation of these resources.

Briefly, the most essential component of ELVIL 2000 is the Virtual Library in which one can search in national parliamentary databases and that of the European Parliament using the same WWW-based user interface. A multilingual thesaurus where Eurovoc is used as a switching language, supports searches in several languages. Also available in the Virtual Library is a quality-controlled WWW-index of European law and politics consisting of records with a URL link to the actual source, which can be searched by country or institution and will eventually cover the whole of Europe.

The Virtual Library now provides access to Rixlex - the Swedish parliamentary database, Polis - of the British Parliament, and Epoque - of the European Parliament. Within the ELVIL 2000 project, software gateways (ANSI Z39.50 protocol) to the parliamentary databases of the Czech Republic and Poland will be produced. The software support package will facilitate and speed up the inclusion of a large number of parliamentary databases in the future, while reducing costs.

The other components of ELVIL are the Learning Centre and the Civic Centre. The first one includes the ELVIL Encyclopaedia which contains lectures on European law and politics. At the moment articles on the political and legal structure of the UK, Sweden, Spain and the EU are available, and lectures on Poland and the Czech Republic will be added soon, both in national languages and in English. They cover a number of subject areas, such as: constitutional principles, civil society and systems of representation, key political and legal institutions, processes of legislation, governance and adjudication. The Civic

Centre offers the possibility to contact one's political representative and follow the debate on hot issues in the media.

ELVIL is a library project, but libraries take part in it in a new role: they are active participants in the democratisation process in Europe, and not only traditional intermediary between parliaments, universities, publishers and the ordinary citizen.

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Implications of new public management theory in the research services

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Paper

1. Introduction

In general, the main functions of the democratic parliament and government are similar in different countries, and in this context the existential question of small parliamentary information and research services like in Estonia have been and will be - *How to provide the parliament with all necessary research services having only limited human and financial resources at one's disposal?* I am convinced, that we can find many practical answers from the New Public Management (NPM). Theory on the institutional design of the parliamentary research services. In this discussion paper I would like to describe some practical outputs based on the Estonian experience. Proceeding from the title of this panel, *Issues for Smaller Legislative Research Services*, I will give a short overview of the context and roles of the parliamentary research services of the Riigikogu (see points 1 to 2), and, after that, I will focus on some practical questions relating to the Riigikogu research services (see point 3 to 5) e.g.: What formal or informal regulations guide the Riigikogu research services? What influence does the smallness of the research services have on the experts' initiative and on the quality of services? How to manage the advantages and disadvantages and how to compensate for the limited resources with the help of NPM?

According to the OECD report (1997c) 'a new paradigm for public management has emerged, aiming at fostering a performance-oriented culture in a less centralised public sector'. In short, this new paradigm is characterised by

following nine main trends: *1) devolving authority, providing flexibility; 2) ensuring performance, control, accountability; 3) developing competition and choice, market-type mechanisms; 4) providing responsive services, client orientation; 5) improving the management of human resources; 6) optimising information technology; 7) improving the quality of regulation; 8) strengthening the steering functions at the centre; 9) private sector style management.*

Countries of different political, socio-economic and cultural formations have created parliamentary services of different functions and sizes. Estonia restarted the building of its institutions of state, market economy and civil society after the restoration of independence in 1991 and the research services of the Riigikogu have developed together with the parliament. The experience of the Riigikogu research services could be of interest to other countries mainly because we have tried to put some elements of the new public management theories into practice and also to learn from the parliamentary practices of other countries. We have succeeded in many areas, because in years 1992-2000 the Riigikogu has needed enormous amounts of new information and has been quite open to changes and adjustments. To a great extent, the present discussion paper is based on my earlier papers:

- "Advantages and Disadvantages of Small Parliamentary Information & Research Services". Presentation at IFLA parliamentary research services opening seminar on 16 August 1998 in Amsterdam (see also http://www.ifla.org/VII/s3/conf/3kase-e.htm)
- "The Roles of Small Parliamentary Information & Research Services in the Political and Social Interaction" - in Society, Parliament and Legislation, compiled by Kasemets.A., Hammer K. etc, Chancellery of the Riigikogu, Tallinn 1999, (see also http://www.riigikogu.ee/osakonnad/msi/4001.html).
- "Formal and Informal Basis of the Parliamentary Research Services: the Estonian Experience" - Discussion paper presented in ECPRD seminar on The Independence of the Parliamentary Research, 25-26 May 2000 in Kiev (see also http://www.riigikogu.ee/osakonnad/msi/tell44.html)

In the analysis of materials on various parliamentary research services, our goal has been to find out and incorporate appropriate elements into our relatively miniature system. I hope that my revised new mix (so natural in the New Media Age, see Katsh 1989) on the applied practices based on social sciences will be interesting to the colleagues working in/for the parliamentary networks.

2. Functions and context of the parliamentary research services

2.1. The supporting role of the research services

As we know, the parliamentary information environment cannot be homogeneous in pluralistic democracy. In the political decision-making we can see a lot of different *actors* such as political parties, government, universities, international organisations, mass media, lobby *groups*, NGO-s etc. On the other hand, we know that there is an information overload in the parliaments, the competition between political parties and programs - legislation is a very complex process, MPs usually have no time, etc. In view of the above-mentioned list of *actors* and *factors*, the main role of the research services is to assist MPs in improving the quality of the parliamentary work related to:

1. legislation and prognosis of regulatory impact;

2. control of executive power, including the control of its administrative capacity;

3. political dialogue and recommendations to the government;

4. informing the general public (electorate) and promoting the public dialogue, and

5. representing the parliamentary units at national and international levels.

In the times of rapid social changes and in the conditions of an active interaction between different actors, in which there is a great need for complex regulation, MPs need specialists in particular fields who are familiar with the parliament-specific information needs. Also, the parliamentary research services contribute to the promotion of the constitutional principle of *separation of powers*, reducing the dependence of the MPs on the governmental and other information sources. My colleagues and I believe that separation of powers is one keyword for *parliamentary democracy* and that the research services of parliament are an irreplaceable element in this system. Estonian parliamentary research services try to serve the public in non-partisan manner, indirectly via MPs and/or directly via the Internet homepage, publications, seminars etc. I would like to emphasise that both formal and informal regulations direct the advisers of the research services to proceed from the public interest. This orientation proceeds, partly, from the constitutional functions of the parliament as the representative body of citizens.

The analyses of the parliamentary research services serve as recommendations to the government, because the general objective of the research services is to correct and improve the solutions offered by the government agencies. This is related to the role of the parliament in society (Robinson 1998). The Riigikogu research services identify possible sources of the information needed for the parliamentary work, in order to be able to get the information immediately when it will be needed. To some extent, it is quite an art to bring the right information in the right place at the right time to the attention of an MP so that it would help him/her, as well as the entire society. In order to reply to the various requests of the MPs, the parliamentary research services have, quite often, to customise their analyses, proceeding from the concrete needs for information. The limited resources (time, staff etc) and parliament-specific information needs often place the employees of research departments in the position of *mediators, interpreters and translators* of the results obtained by scientists. This position between the academic people and the lawmakers calls for respective training (Robinson, Hyde 1998; Kasemets 1999).

In Estonia, depending on who has initiated the bill (the government, an MP, a parliamentary committee or a faction), it has to pass through 6 to 12 *screenings* designed to pinpoint the possible flaws and to improve its quality. Although the primary responsibility for law-drafting and the analysis of the regulatory impact of draft laws rests with the government, parliamentary advisers must be sufficiently qualified to meet the demands of any highly specific analyses when the need arises. In this interaction and co-operation, the parliamentary research services act often as a catalyst, because the primary public responsibility for the effectiveness of the legal system in society rests with the citizens' parliament.

2.2. Allocation of tasks between information and research services of the Riigikogu

Legislation requires interdisciplinary knowledge, but as the number of advisers

actively engaged in legal and socio-economic research is comparatively small, co-operation between legislation-related services is essential. The tasks of the main Riigikogu services are allocated as follows:

The **Legal Department** (established in 1992, 8 people) focuses on the juridical analysis of legal acts-from revising draft legislation with respect to its conformity to other legal acts (the Constitution, international conventions, directives, other laws) to the analysis and supervision of the rules, agreements, etc. relating to the Riigikogu and its Chancellery;

The **Department of Economic and Social Information, DESI**, (est. in 1995, 8 people) deals mostly with the collection, processing and analysis of the legislation-related economic, financial, social and public administration information. In addition, DESI co-operates with universities in the field of socio-legal research, compiles information requests to external information sources, organises seminars and, in co-operation with MPs and officials, prepares ordering of sociological etc. surveys. DESI is also responsible for carrying out comparative studies in the ECPRD and IFLA networks (see Appendix 2).

In addition to these bodies, the **National Library** and its Centre of Information Services for MPs (est. in 1993, about 40 employees) provide traditional library services both to the Riigikogu and Government. The Centre compiles analytical databases on politics, economy and law, it also registers the official publications of Estonia, compiles the bibliography of legal literature and annual reports on the activity of the Riigikogu. A contribution to the analytical capacity of the Riigikogu support system is made also by the committee advisers and some other departments. Considering the size of Estonia, limited resources and the development trends of the law-drafting practices and IT-systems, the organisational model of the Riigikogu services is quite optimal. However, this model is still in the process of implementation, and both formal and informal regulations play an important role here.

3. Formal and informal bases of research services of the Riigikogu: What have we to do? What can we do? and What could we do in addition?

As the Legal Department focuses in its analytical work mainly on revising draft legislation with respect to its conformity to the Constitution and other legal acts, I will describe the activities planned and carried out by DESI. Although the boundaries between formal and informal regulators cannot be defined clearly, and options depend, to a great extent, on the concrete situation, we, when speaking of the degree of independence of the research services and experts, can broadly distinguish the following three spheres of functions, corresponding to the following three questions:

A. **Answers to the first question: What have we to do?**
   1. According to the Standing Rules of the DESI, we have to provide socio-economic analyses, to reply to information requests from standing committees, political factions, MPs or other departments.

   2. DESI is responsible for ordering social research (sociology, demography, economy);

   3. DESI is responsible for developing co-operation with universities;

4. DESI has to analyse the new challenges to the Riigikogu support system in the international comparison and to find out appropriate solutions. To sum up, the parliamentary research services have to serve as an internal think-tank, if needed.

5. DESI makes the requested fact sheets, analyses, opinions etc. open to the public via the Riigikogu Intranet or Internet homepages without reference to the requesters;

6. Once a year or even more often we report to the Secretary General. Usually, the annual report includes statistics, reports of achievements, problems, solutions, plans for future, the budget etc.

Some notes to the points listed above: Several tasks mentioned above can be classified as answers to the question "What can we do?" because these tasks have been included in the Standing Rules of DESI and job descriptions, approved by the Secretary General, on my own proposal. However, in this way the proposed works we could do have become our duties we have to do.

B. **What can we do?**
   1. DESI can provide, on its own initiative, additional information and short studies to the parliamentary committees or delegations of the Riigikogu related to legislation, conferences etc.

   2. If the head or advisers of the department find it necessary, DESI can propose the committees to order legislation-related additional analysis or expertise outside the Riigikogu.

   3. DESI can initiate joint research projects with universities and research institutes.

   4. We launched a new journal of the Parliament of Estonia. It provides a forum for politicians, academic people, public servants and also for various NGOs (http://www.riigikogu.ee/rva/toimetised).

   5. DESI can develop co-operation with other research units in other parliaments: ECPRD and IFLA.

   6. DESI is also quite free in acquiring refresher courses and in participating in seminars relating to the tasks and priorities of DESI. Also, DESI has a special budgetary line: costs of organising seminars.

C. **What could we do in addition? What activities should we develop for building up a better environment of our services?**
   1. Proposing research topics that are essential in terms of the constitutional tasks of the Riigikogu to higher education establishments of Estonia (see http://www.riigikogu.ee/osakonnad/msi/ch_coop).

   2. DESI is discussing and developing the standards of law-making related to methods of regulatory impact assessment and conducting special studies on explanatory notes of draft laws.

   3. As parliamentary research services like DESI are included in domestic and foreign e-mailing lists, they inform the professional audience of various levels of new draft laws, socio-legal studies etc.

4. DESI wants to use more widely the various background information, provided by professional associations, NGO-s etc., who are interested in influencing the law-making process (Appendix 2).

5. DESI supports, on the level of governmental or voluntary organisations, the creation of draft laws, concepts, programmes etc. related to the parliamentary work and public interests.

6. DESI has the right to inform the mass media and investigative journalism on the basis of its studies, databases and seminars. These contacts also help to advertise the Riigikogu homepage in Internet.

4. Advantages and disadvantages of smaller parliamentary research services

Our comparatively small research service has its advantages and disadvantages.

The **advantages** are its economic efficiency, instant and direct contact with clients, effective use of information sources outside the parliament, and the ability to adjust the working priorities to the demands of the current legislation. In addition, the *co-operation* with other information and research units of the government, universities, local governments, NGO-s and colleagues in other parliamentary research services is *indispensable*; all advisers have the professional right and responsibility to make proposals to parliamentary committees, if their analysis is transparent and correct; and finally, small organisations are able to adapt to new concepts, organisational reforms etc. more quickly.

The **disadvantages** include the limited extent and volume of the services we are able to offer, the fact that the advisers cannot specialise in narrow fields because they have to orient themselves efficiently to different topics. In addition, the responsibility of all advisers is great, but sometimes we have a lack of time for an in-depth analysis and reports. This is also the reason for the emphasis on satisfying the requests of MPs and committees, rather than on the adviser's own initiative of compiling proposals and publications although this right is granted to researchers by the Standing Rules of DESI.

In my opinion, many disadvantages and problems of smaller parliamentary research services are related to the developmental questions of public policy *think-tanks*, public services and pre-legislative *analytical capacity* on the ministerial level etc. In other words - the problems and solutions of good law drafting lie often outside the parliament e.g.: if the needed electronic databases are not accessible or if some research topics related to the parliamentary work and legislation are not covered by universities' academic studies, then advisers must spend their time on educating themselves on the topic and writing the report corresponding to the requests of the committee, faction or MPs. And, if the law drafting standards and traditions are not sufficiently developed, the parliamentary research services have to spend a lot of time on additional adjustment of the information and analysis.

If we observe the primary functions of the research services, we can see what advantages or disadvantages may became apparent and important in various situations, and, what additional activities or pre-conditions we must develop. For better fulfilling the principal tasks of DESI, I have identified 9-12 functions we should develop further (see Appendix 2; Kasemets 1999).

5. Some shortcuts based on the New Public Management (NPM) Theory & Practices

5.1. A small research unit depends on teamwork, but the professional responsibility of every adviser is very important - advisers must be able to work independently.

The principles of civil service, equal treatment of various clients (political parties, citizens), academic methods of research and professional ethics are essential in this context. Both the *result-oriented* and the *network*-type management need sufficiently qualified, motivated, networked and to some extent independent experts (Kaboolian 1998). Of course, the positional and professional rights of civil servants have to be balanced by the responsibilities, defined in job descriptions, and by basically informal professional ethics. Being one of the many possible information sources for the parliament on the *information market*, it is important to win the clients' trust by providing them with operative, precise and competent information.

5.2. Political support is essential.

The political support for research services is very important because the parliament is a political *round table* of different parties, ideologies and programmes. The civil servants of the Riigikogu try to promote understanding and co-operation between legislators and their services in everyday work. In this context the communication planning and timing of research services is crucial for any "marketing activity". In general, the *shared values* and *public good* as a result of proposals would be in "common interests" of MP's , research services and the majority of the civil society (see also Wart 1998). Instructing and informing of MPs and their political advisers on the research service products, as well as on how to make a better use of the computer network at their disposal for finding important information and using databases is very important. The electronic databases are accessible world-wide and 24 hours a day. In this interaction of politicians and civil servants the roles and division of work are becoming more and more clearly defined.

5.3. Involvement of employees and users of services in the development of research organisation.

Surveys on the users' and clients' needs, expectations and opinions are a routine procedure of modern information-intensive organisations. In 1995 and 1998, the Riigikogu Chancellery polled the MPs and the officials of the Riigikogu with the help of an independent research company, *Saar Poll*, asking for their opinion of the information and research services (ca 430 questions). The next Consumer's Opinion Survey will be in 2001. Usually we interpret the results as demand of our clients, and research services have to ensure the corresponding *supply*. In the parliamentary context, it is also important to analyse the dependence of departments on internal and external possibilities and constraints. Another example - in 1996 we formulated a short questionnaire for MP's and parliamentary senior officials, by which we wanted to collect ideas and proposals to be used in our cooperation with academic researchers in Estonian universities. Responding to the questionnaire (about 35 % of the MP's sent their answers), the Riigikogu approved of the further cooperation with universities - responding to the questionnaire was like voting (see http://www.riigikogu.ee/osakonnad/msi/ch_coop.html).

5.4. Different approaches towards direct participation and individual responsibility: a mix of principles from private sector and public sector styles of management.

A. **Initiative and responsibility of civil servants**. New management models in information-intensive civil services, including the mix of *result-oriented* and *network*-type management, are one basic argument for increasing the independence of parliamentary research services and their analysts. For example, all advisers of DESI have the professional right and responsibility to make proposals to parliamentary committees, provided that their analysis is transparent and correct.

B. **"Automation" of technical routines**, like registration and documentation procedures, in order to guarantee accountability and transparency of research services (incl. statistics, full-text databases etc) and thus saving the time for intellectual work. Further, the accountability based on the documentation of work is related to analysis of the achievements and problems, annual reports and planning of training.

C. **Participatory democracy inside the parliamentary research services**, in order to use the "power of employees" by their ideas, pieces of advice, proposals etc based on the analysis before making important decisions. In my department, I try to use the principle of "the most powerful argument" borrowed partly from Jürgen Habermas' theory on Communicative Action & Ethics (1984). In general, the "democracy is taken as a social and cultural aim which has to be achieved in society as well in the workplace". The categories like power, influence, autonomy, individual freedom, self-determination etc. (Fröhlich 1996) are also included into formal/legal or informal requirements of DESI (Appendix 1).

D. **Communication as a consultative participation.** Communication is a two-way process, where all actors have the chance to submit information, to voice own ideas and to receive feedback. NPM theory, incl. 'direct participation', is about "new organisational climate, about the re-discovery of the human factor and 'open management styles' . One important and inexpensive tool in the concept of *human resource management* is motivation by participation. Also, new technology needs new managerial tools and communicative planning. The aim is not only to increase productivity of work and to save the time, but also to enhance planning flexibility and predictability (Fröhlich 1996).

E. **The concepts of "group technology" and teamwork in information-intensive organisations.** Teamwork is a flexible tool for changing parliamentary situations (=*information markets*). In the parliamentary support system it is very important to develop co-operation between library and research services (see Robinson, Scheeder 1998). Despite the fact, that the Riigikogu and National Library are separate organisations with separate budget, we have many successful results achieved in teamwork.

5.5. Social studies as a bridge between the society and the state - any social system needs the feedback.

Most authors in the field of sociology of law hold the opinion that the basic source of development of law and legal institutions is society, not the state, court system, etc. The results of sociological research, their interpretation and presentation are the subject of political, academic and social discussion

(Cotterrell 1995; Käärik 2000). In other words, to study laws and law-making means to study power and democracy. In order to build a *bridge* between the institutions of public policy and civil society, the Riigikogu Chancellery orders sociological research surveys (in 1996-2000, 17 studies). The results of the surveys are available via Internet and they have promoted political and civic dialogue.

5.6. Quality of the legislation-related research and the new public management (NPM) theory.

What does NPM mean for parliamentary research? Based on the joint OECD and EC reports, the answer about their current ideology regarding regulatory reform would be as follows:

A.) If we decide to regulate, then under the principle of "less action, but better action";

B. The long-term goal of the reform of the regulation system is to turn the governance culture of the state from the direction of regulations-prohibitions-control of an administrative state towards the direction of client service that characterises the civil society. This is directly related to the present-day guidelines of public service and will increase the public confidence in the actions of institutions of power. "In the long-term, the goal is to move governments from the *culture of control* to the *culture of client service*.". The parliamentary research services have to be ready to analyse how the goals of regulations mentioned above are achieved in the (con)text of the draft laws and its explanatory notes proposed for the parliamentary proceeding. In this context the **law drafting standards, procedures and good practices** related to regulatory impact assessment are important for informing both the legislators and the public. In order to get a general overview of the draft law preparation, we have started together with universities, the analysis of law-making process (including the use of socio-economic studies) and the content analysis of draft law explanatory notes. Basic arguments: if a thorough analysis has been carried out on the situation of the area to be regulated and on the possible impact of the regulation, less problems will appear with the implementation and administration of national laws and international conventions. There are many interdependent reasons for regulatory impact analysis (OECD 1997a+b; Kellermann 1998; Ben-Gera 1999; Kasemets 2000).

5.7. Rational Choice Theory and parliamentary public services.

Some researchers are looking at institutional design of public services from the perspective of rational choice theory, which is social science by economic means - it is very influential among policy theorists and policy-makers (Pettit 1996). In the context of parliamentary research services we have some limitations of economic means based on the nature of parliamentary functions (see point 2.1.) - the parliamentary research services have to be ready to analyse the draft laws on the basis of public interests choices. As we know from the *new institutionalism* approaches in political science, "the name of the game is to find equilibrium" between different political, economic and social interests (Goodin 1996).

5.8. International co-operation.

In the context of globalisation of political, economic and socio-cultural issues, the need of parliaments in international comparative studies and statistics is increasing. In about 1/3 of the information requests submitted to the DESI

comparative data on European and other countries are asked. For that reason, we are interested in co-operation with other research services with whom we are facing similar challenges. The information provided by the colleagues in other countries has enabled us to give more exhaustive and in-depth answers to the MP-s and has most likely had a positive impact on the quality of the Estonian legislation. I hope that this co-operation will develop further. In other words, we need the international network and common databases like oxygen.

5.9. Research services and NGO-s.

NGOs play an important role in civil society. They are its *legislative assistants, innovators, cost-cutters and watchdogs* and legal and economic regulation (e.g. tax laws) would support these, mostly voluntary initiatives, related to the *public interest*. If access to official parliamentary information is guaranteed, NGOs and interest groups will also be able to discover possible risks posed by the implementation of different draft laws, and propose their alternatives for regulatory improvement. In a way, NGOs' legislation-related contribution is inexpensive research for the parliament, government and civil society. The contribution of NGOs is also important in developing social responsibility and social control mechanisms. A number of socio-legal studies have examined the rationality of so-called *open-ended laws* to find the empirical evidence concerning the problematic relationship between the law, participation, social co-operation and procedural or communicative rationality, incl. *communicative ethics* (Carlsson 1995). Sometimes, the Riigikogu research services see their role as mediators between the NGOs and MPs. (see Appendix 2)

5.10. Civil servants and media: research services as PR-agents.

Maybe for some *old democracies* it is surprising that the civil servants who are employed at the Riigikogu Chancellery are not prohibited to publish informative articles in the press on the condition that their text focuses on the current main issue and does not involve any issues regarding the competition of the political parties. The connection of the Intranet to the Internet gives the civil servants additional opportunity to serve the public (to be in public service in the newly widened meaning of the word). I think that the participation of the public service experts in the media is good, especially for a small society such as Estonia.

Of course, the first and most serious reason for building of parliament's public relation strategy with the help of research services is the declining confidence in political institutions, including legislatures. On the other hand, the press and the electronic media make a substantial contribution to making the political decision-making process more transparent as well as simplifying the legislative information for the *ordinary citizen*. Also, the nature of the new media influences the process of change and therefore also the legislation, jurisdiction and execution of laws (New Media Age, see Katsh 1989).
According to many sociologists of law, the legislation and laws are a special product and legislator has to develop its organisation of "public relations" and "law consumption" in the market/society. To sum up - if the advisers of research services act on the basis of professional ethics and do not interfere with the competition between political parties, then the articles and interviews done by them are welcome as a part of parliamentary image-building. (See also new parliamentary journal http://www.riigikogu.ee/rva/toimetised)

The long version of this text on Implications of New Public Management Theory in the Research Services of Estonian Parliament is with references available via Internet: http://www.riigikogu.ee/osakonnad/msi/tell51.html

This paper was done in a personal capacity by the author and does not necessarily represent the views of the Riigikogu Chancellery.

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IFLANET Search Contacts
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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August

Conference Proceedings

Code Number: 078-174(WS)-E
Division Number: VII
Professional Group: Library History in association with the Association of Jewish Libraries, Judaica Librarians Group, and Hebraica Libraries Group: Workshop - Session 4
Joint Meeting with: -
Meeting Number: 174
Simultaneous Interpretation: *No*

Developing a Jewish genealogy library: the Israel Genealogical Society Library as a case study

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Paper

Genealogical research is as old as the study of man. The Bible offers us an excellent example of recording the family tree in a format accessible to all. As there has not been any updates recently, we are today concerned with the researching of family histories of the more recent past.

Genealogical research techniques and sources are neutral as to religions, cultures and nationalities. They include family interviews, oral history, personal papers and official documentation including birth, death, census, citizenship and tax records. This paper is devoted to the sources specific to Jewish genealogical research and how the collection resources of the IGS library have exemplified this. It is appropriate that we present it here in Israel whose language is that of the Bible which is a source for Jewish genealogical research.

Genealogical libraries originated as part of the local collections of public libraries. Many of the reference queries revolve around family histories and items of local interest. The collections include clippings, monographic material, newspapers, maps and photographs. These collections have evolved into History and Genealogy Sections of public and state libraries. Many collections are available at web sites. In addition, Judaic collections at university libraries have offered another avenue for research. A sampling of the research material exhibited on these web sites reveal a basic core of sources. They include: newspapers, vital records, indices of county, state and national records,

handbooks and guides, censuses, passenger lists and indices, cemetery records, telephone directories, family histories/trees, periodicals, atlases and online access to the genealogical resources of the LDS church.

All of these are basic to Jewish genealogical research but examples of unique sources would include Yizkor books[1], Rabbinical dynastic literature, Holocaust lists and literature including Yad Vashem's Pages of Testimony database[2]. There are specifically Jewish reference books such as atlases, biographical dictionaries, encyclopedia, newsletters and the journals of the various Jewish Genealogical Societies around the world. Last but not least is the Jewish Genealogical Discussion list (JewishGen) that is an online umbrella organization that includes in its web site information files, databases, archives etc. Without stretching the imagination too much it can be designated as an online Jewish genealogy library of enormous utility and comprehensiveness.

The Israel Genealogy Society was established in 1984 as a result of informal meetings of like-minded researchers of Jewish family history. It immediately issued a bilingual newsletter (Hebrew and English). This has turned into a scholarly journal called "Sharsheret Hadorot" which roughly translates as "Generations". The Society has had monthly meetings that consisted of lectures on genealogical topics. These lectures were published in the Society's periodical. The index for the first 13 volumes was developed from an UNESCO software program and is an excellent bibliographic source. It is a classified list by subject, family names, place names in addition to the standard classification. This periodical along with the small collection of newspaper clippings, family trees and books that were donated to the Society, became the nucleus of a special library devoted to Jewish genealogy.

The Society's beginnings were coincided with the rise in popularity of genealogical research in general and Jewish genealogical researches in particular. This latter development was due to the following factors: the opening up of the Eastern European countries to the West with the ensuing access to archives, the renewed interest in the Holocaust and the subsequent suits for compensation from the Axis countries. These included insurance claims, forced labor payments and stolen property claims both private and communal. Documentation became increasingly important and access to names, and places were essential. The technological advances, which included the fax, Internet and ease of travel, were welcomed accompaniments to family research.

In Israel where there was an ingathering of Jews from around the world, associations were formed based on the city or town of origin[3]. Newsletters, pamphlets and occasional monographic materials were issued and archives established. An example is the Archives of the Jews of Lithuania located in Tel Aviv. Newspapers written in Yiddish, Ladino and other languages in the Diaspora continued publication in Israel. In the early years of the state, they're more than 35 newspapers being printed in as many languages. As you can see, these newspapers represent an important Jewish genealogical source. The Associations developed archives of varying sizes, some of which were incorporated into larger research institutes[4]. In addition to these "landsman" archives, there are municipal, governmental and burial society records, which provide primary documentation for researchers. Public libraries in Israel have had an interesting history, first in the British mandate period and then later after the state were established[5]. In addition to these sources there are the oral history projects connected with the Institute for Contemporary Jewry at the Hebrew University on Mt. Scopus, Jerusalem. The Jewish National and University Library (JNUL) is a depository library which receives two copies of everything

published in Israel and in addition has an acquisition policy of obtaining books and periodicals of Jewish interest from world wide sources.

Why the need for a specialized Jewish genealogical library with all these sources available in the neighborhood so to speak? This paper hopes to answer that question.

Before the technological revolution made data accessible with the flick of a double click and while the country was developing; there was not the leisure time to visit all these sources. Some of these sources were not cataloged and classified completely, since there was not a pool of professional librarians and archivists or the means to pay them. Individuals tended to collect their own documentation that could contain vital records, clippings, photos, family trees, books, ephemera, maps, and periodicals. Family trees were produced by hand, some in a graphic format, others in book form. The survivors of the towns in East Europe whose Jewish populations were decimated if not completely destroyed during World War II wrote Yizkor books. Family societies were created such as the Jaffe, Horowitz, and Saltiel family organizations. Other examples include the Corcos and Toledano families from Spain as well as those families from Egypt, Greece and North Africa. There is documentation of these families in our library. Family reunions were instituted both here and abroad. Newsletters and other items were produced as a result of these developments. Not all of this material was obtainable at the libraries, institutes and archives mentioned above, so de facto the IGS Library was formed. The Library was begun before the vast amounts of computerized data was available online. This latter development has added exponentially to the value of this genealogical collection.

The founders of the IGS, which is a strictly volunteer organization, attracted people with various interests and abilities. One of them was Reuven Naftali, who devised a software program which could provide computer generated lists organized by the categorization system described above[6]. The material also includes information source files developed especially by Mr. Naftali. They include the following types of research material: articles, clippings, documents, and addresses of contacts. These are arranged by country or SIG (Special Interest Group). This sub-collection has an archival flavor by including data wherever possible on archives. This is a heavily used resource.

The software is a simple one not having the capacity provide a keyword search. A classification scheme such as LC or Dewey hasn't been decided upon and the various schemes developed for Judaic collections is not entirely suitable for genealogical research that extends into many subject areas i.e., geography, law, governmental records of various kinds.

The collection currently has more than 400 items. Audio-visual materials consist of audiotapes of genealogical conferences and videocassettes on various subjects relating to Jewish genealogy. Because of the voluntary nature of the Society and the budgetary restrictions, our acquisitions policy is based on obtaining resources through gifts and purchases when attending genealogical conferences abroad or travelling to archives. The members of the Society can borrow the material and the two volunteer librarians, Mr. Naftali and myself will respond to queries by the membership.

The collection of periodicals is a specialized one being based on an exchange program with Jewish genealogical societies worldwide. Additionally we have bulletins, newsletters from museums, institutes as well as guides that are published periodically by the various archives. Currently, we have close to 100

periodicals. The usefulness of these periodicals lies in the names and families being researched. A large number of Jews immigrated from East and Central Europe to North America, Latin America, Western Europe, Israel and Australia. These journals provide a means of communicating genealogical queries in a format that is readily accessible and inexpensive. That it makes the genealogical world smaller is a side benefit. The journal of the Society," Sharsheret Hadorot", publishes abstracts of this material in English and Hebrew further expanding the reach of this resource.[7]

Does a small, specialized library like the IGS Genealogical Library have a future in this highly technological world? The answer may lie in the virtual library concept. The IGS website currently provides information on the genealogical scene in Israel as well as providing links to computerized archives institutes museums and libraries[8]. As our physical library is located in Jerusalem and not really accessible to the membership at large, a grant proposal was recently under consideration to enable the Society to put the entire contents of our holdings online. It appears that the Internet revolution has occurred at a fortuitous time in enabling the specialized library to be preserved in a differing format. If the Biblioteque National in Paris accomplished this staggering achievement of computerizing their library, it seems only a modest goal for the IGS Library to become a virtual one.

The JGS genealogical library started out as a collection of items revolving around monthly lectures that has expanded as the interest in Jewish genealogy has grown. From being the repository of completed genealogical research, it is now a basic place to begin family research. It provides a starting place for beginning searches that will eventually lead to exploring the archives that exist not only in Israel, but also in all the places that the Jews have ever lived. With the enormous amount of Jewish Genealogical websites developing, the Society and its publication offers guidance in this area. To borrow a term from the Internet I would further characterize the small genealogical library as a link providing similar services the bigger libraries offer but specialized to the subject at hand.

Notes

1. These are memorial books written by former residents of towns or villages (shtetls) in Eastern Europe.

2. Yad Vashem is the museum that memorializes those that perished in the Holocaust. The Pages of Testimony are reports of witnesses and families of those who died. The names listed on these Pages are being computerized.

3. These are called "landsman" societies.

4. See a list of these in Appendix 1

5. See Dov Schidorsky's two articles "The Emergence of Jewish Public Libraries in Nineteenth-Century Palestine" and "Modernization and continuity in Library development in Palestine under the British Mandate (1920-1948) both published in "Libri".

6. Examples of the lists are to be found in Appendix 2. The monographic form is in Hebrew but essentially divides the collection into 3 classifications that

are color-coded. The periodical form is self-explanatory.

7. "Sharharet Hadorot " is the only Jewish genealogical publication issued in Hebrew and English. The major articles are translated in the two languages. See Appendix 3.

8. http://www.isragen.org.il

APPENDIX 1. JEWISH GENEALOGICAL RESEARCH WEBSITES

Babylonian Jewry Heritage - Or Yehuda
http://www.BabylonianJewry.org.il

Beit Lohamei HaGhetaot - The Ghetto Fighters' Kibbutz Lohamei HaGhetaot
http://www.gfh.org.il
Archives, Library and Museum

Beit Theresienstadt - Kibbutz Givat Hayim Ihud
http://www.cet.ac.il/terezin
Computerized database of prisoners of the Ghetto Terezin

Central Archives for the History of the Jewish People
http://sites.huji.ac.il/archives
The Diamont Collection and family papers from Germany, Holland, Poland and Argentina

Central Zionist Archives
http://www.wzo.org.il/cza
Includes among other items, the 1939 Census of the Jews of Jerusalem, electoral records, and immigration records.

Diaspora Museum (Beit Ha'Tfutsoth) - Tel Aviv
http://www.bh.org.il
Houses the Douglas Goldman Genealogy Center-Dorot

Hebrew University-Dinur Center for the Study of Jewish History
http://www.hum.huji.ac.il/Dinur/

Israel Archives Associations
http://spinoza.tau.ac.il/aa/assoc.htm
Lists the principal archives in Israel and is the home page for the Israel State Archives.

Jewish National and University Library
First stop in Israel for genealogical research.
http://sites.huji.ac.il/jnul

Massua-Institute for the Study of the Holocaust- Kibbutz Tel Yitzhak
http://www.massuah.org
Museum and archive.

Memorial Museum of Hungarian Speaking Jewry - Safed

http://www.hugjewmus.org.il

Yad Vashem - The Holocaust Martyrs and Heroes Remembrance Authority
http://www.yadvashem.org.il
Includes sites for the following: Pages of Testimony, Int'l Center for Holocaust Studies, Int'l Center for Holocaust Education, World Center for Teaching the Shoah, Nizkor: A Holocaust Remembrance as well as an updated facility that houses the archives and library together.

APPENDIX 2. SUBJECT INDEX OF THE IGS GENEALOGICAL LIBRARY

The data is organized in the following manner: the main subject, which consists of general works, family name or country name, title, author and language. Following are some examples illustrating these categories.

GENERAL WORKS:

A GUIDE TO JEWISH GENEALOGICAL RESEARCH IN ISRAEL.

A DICTIONARY OF JEWISH SURNAMES FROM THE RUSSIAN EMPIRE.

ENCYCLOPEDIA JUDAICA

FAQ; FREQUENTLY ASKED QUESTIONS ABOUT JEWISH GENEALOGY

FROM GENERATION TO GENERATION

GENEALOGICAL RESOURCES IN THE NEW YORK METROPOLITAN AREA

JEWISH GENEALOGY RESEARCH ARTICLES

WHERE ONCE WE WALKED

FAMILY NAMES:

BUTTENWIESER FAMILY TREE

FROM MANCHESTER TO JERUSALEM

GESCHICHTE DES NAMEN MUEHSAM

HISTORY OF THE FAMILY GOLODENZ

HOMBURGER FAMILY FROM KARLSRUHE

JODAIKENS; A LITHUANIAN JEWISH FAMILY IN DISPERSION

REAVIN, REAVIN, NACHMAN GENEALOGY

SARAH & ALEXANDER BERMAN; A FAMILY CHRONICLE

PLACE NAMES:

DISTRIBUTION OF THE JEWISH POPULATION OF THE USSR, 1939

GUIDE TO THE GIRONA JEWRY

HALLE, PARISH REGISTRATION 1936

IZMIR - LIST OF 7300 NAMES OF JEWISH BRIDES & GROOMS

JEWISH ROOTS IN POLAND

NEW JEWISH CEMETERY IN PRAGUE

SOURCES OF JEWISH TURKISH GENEALOGY

TRACING YOUR JEWISH ROOTS IN LONDON

PERIODICALS:

AVOTANYU. JOURNAL. NEW YORK

CHRONICLES. JOURNAL. PHILADELPHIA

DOROT. JOURNAL. NEW YORK

GERACOES. NEWSLETTER. BRAZIL

JEUDISCHE FAMILIENFORSCHUNG. JOURNAL. GERMANY

KOSHER KOALA. NEWSLETTER. SYDNEY, AUSTRALIA

LATVIA SIG. JOURNAL. OHIO

MAAJAN DIE QUELLE. NEWSLETTER. ZURICH.

SHEMOT. JOURNAL. GREAT BRITAIN

APPENDIX 3. COVER PAGE OF THE SOCIETY'S JOURNAL "SHARSHARET HADOROT"

Sharsheret Hadorot
JOURNAL OF JEWISH GENEALOGY

Winter 2000 The Israel Genealogical Society Vol. 14 No. 2

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APPENDIX 4. SELECTED BIBLIOGRAPHY: JEWISH GENEALOGICAL RESEARCH

Presented here is a sampling of research sources relating to Jewish genealogical research. This is just to demonstrate the variety of sources and formats. The material available in Hebrew and other languages would at least triple the possibilities .

BOOKS AND ARTICLES

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Barnavi, Eli ed. *AN HISTORICAL ATLAS OF THE JEWISH PEOPLE; FROM THE TIME OF THE PATRIARCHS TO THE PRESENT*. New York. Alfred A.

Knopf. 1992

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STUDIES IN CONTEMPORARY JEWRY

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GENLOC (GENEALOGY & LOCAL HISTORY SERVICES DISCUSSION GROUP)

HASAFRAN (THE LIBRARIAN)

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Creation of the electronic resources Meta-database in Russia: problems and prospects

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Paper

The problem of electronic resources cataloguing is the most urgent for Russia. It is not less complicated here than in any other part of the world.

While the volume of electronic resources in libraries has been constantly growing, the number of libraries that do cataloguing of those resources remains very small. And those which do catalogue electronic resources, use various bibliographic formats, various rules and various technologies for this. We even saw a card catalogue of Internet resources at one library.

In 1998 , specialists of the Russian State Library prepared a methodological manual: "Bibliographic Description of Electronic Resources" and the first edition of the corresponding national standard, which was based on the recommendation of the international standard -ISBD (ER).

Neither the creation of bibliographic rules for cataloguing electronic resources, nor even standards could by themselves secure that the problems of their cataloguing are solved, including the problem of unification of data in the bibliographic record. There are several reasons to this, but the main problem is that necessary data are either missing or are hardly accessible in the described resource. Besides, information in the bibliographic resource itself is often very much different from what is given in its advance advertising or in reference books. Another problem is that bibliographic information about electronic

resources can receive different interpretation with different cataloguers.

The most significant factor that has contributed to solution of the problem is the existence of the international standard for bibliographic description of Internet resources - the Dublin Core, which enables to do minimal cataloguing of electronic resources and to create an information media in the Internet, which was called the Metadata in professional literature on the issue. Metadata - from the Greek "meta" - an intermediary or in-between - has the meaning of preliminary data, which is created as minimal information about an information resource, in this case, an electronic resource, which would follow up creation of the resource itself but precede creation of the catalogue.

In 1998-1999, the Russian State Library started experiments on creation of software for managing the Russian Internet Resources meta-database, which can be viewed at http://www.rsl.ru.dsl. The Russian State Library server holds an interactive form, where everyone can enter description of an Internet resource and to get back the description of this resource in the Dublin Core Matadata set format. The information, which was entered in the form, is written into the database. As of now, the database contains bibliographic descriptions of over two thousand electronic resources of the Internet. The DC RSL software development has been accomplished, and it is available as freeware.

The DC RSL package of software has implemented the Dublin Core Matadata element set and enables to perform cataloguing of Internet resources with automatic generation of metadata in accordance with this rule.

The package includes the following components:

- a set of CGI programs that work on the server, support the data entry, search and display;
- auxiliary utilities for browsing, verification and managing the database integrity.

The Software was developed in the Russian State Library with the use of Inprise Delphi 5.0.

In Russia, implementation of metadata for description of electronic resources is at its beginning stage. Various formats are used for it. In the Russian State Library, electronic resources that are part of the library holdings are catalogued in the USMARC format, while Internet resources are catalogued according to the Dublin Core Metadata set.

In the NGO Electronic Library (http://ngo.org.ru/ngoss/), the bibliographic description of books and Internet resources is done using the Dublin Core Metadata Set with smaller additions. For example, we use the Standard for electronic business cards (vCard) for statements of responsibility of creator, publisher and contributor. The search results can be output in RTF or XML formats.

At the Library for Natural Sciences of the Russian Academy of Sciences, big work is being carried out now on organization of a database to hold information on Russian scientists. The database will contain information about publications, research institutions as well as personal dossiers. The project team chose the Dublin Core Metadata Set as the core format for the data and they are planning to expand it to certain fields.

The Russian Cultural Heritage network program, which will create a network of museum Internet sites, is also planning to use the Dublin Core Metadata Set as the basis for its description of museum exhibits.

We can say that that there is a general tendency of implementation of the Dublin Core Metadata Set for the basic description and of its extension to accommodate specific tasks in certain fields. Thus, the federal program "Electronic Libraries", is planning to use several languages of description at different levels. At the lower levels, more-detailed formats, like MARC, GILS or others are used, depending on the objects of cataloguing.

In the present, the largest number of metadata on electronic resources is produced by bibliographic agencies. The survey of the Russian Internet resources proved that producers of the resources very rarely use <meta> tags in their resources and practically never use the Dublin Core Metadata Set. And, as we metioned above, the information on CD-ROMs cover sheets or in description files is usually poorly structured. So it's time-consuming and painstaking task to find out all attributes of the bibliographic description for these resources.

Taking into account the swift growth of electronic resources and very modest opportunities of cataloguers, the most appropriate way out seems to be the creators of electronic resources should themselves participate in forming metadata on their resources, similar to the existing practice of preliminary cataloguing of printed products. The task is rather complicated, and some of our colleagues even think it to be a utopia.

In Russia, the central body that is responsible for registration of electronic resources, for the sake of providing copyright protection is Informregister. In the present, people, who work at Informregister and are responsible for managing the database on electronic resources, are facing all the above-mentioned problems.

Based on the experience of the RSL in cataloguing Internet resources and on the availability of the necessary software, we are planning to create the system of preliminary registration of electronic resources by their creators. Any author can access our server and fill out the fields of the proposed form. After he or she enters his data, the creator gets the registration number and the description of the resource in the standard format. Then the author should file his application form to the Informregister, where he indicates the RSL registration number, which was provided for the resource. The number would enable the Informregister staff to find the description of the resource in the RSL meta-database, to correct and to add other fields to the existing description.

We have reached understanding with Informregister, which will be transformed into a formal agreement on cooperation in the experiment on creation of the meta-database on electronic resources.

We will have to arrange a number of organizational issues to be able to fulfil this plan. The main problem is to make creators of electronic resources to, first, register it at Infromregister and, second, to use the system of preliminary registration. It will require creation of a reliable legal mechanism. Formally, Informregister protects copyright on any electronic resource, whether it is an online resource or a CD-ROM product. However, in reality, only CD-ROMs have been registered in the Informregister so far. The registration of online products has been out of reach of Informregister, due to their permanent changes. This problem should be solved within the framework of the general Russian legislation which regulates the issues of copyright on Internet resources.

The Russian meta-database on electronic resources may become the first component of the state system for electronic resources registration. Thus, it cannot be an enterprise for profit. Nevertheless, the Russian State Library will need additional funding for support and development of the meta-database. The main advantages of the system will be the following:

- unification of the bibliographic description for electronic resources and reduction of production costs of cataloguing electronic resources for cataloguing agencies and libraries in Russia;
- creation of the information milieu on electronic resources, which would be compatible with international standards, and would provide access to this information both for Russian and for international users.

The Russian State Library has set forth the project on creation of the national meta-database on electronic resources, based on the Dublin Core format. This project has the objective of creating conditions for unification of main data about electronic resources and their further use in the process of cataloguing electronic resources by cataloguing agencies. This project deals not only with resources of the Internet, but also with those that can only be accessed locally.

The following actions have been taken for this objective:

1. A draft Russian Dublin Core version was proposed, adapted for the Russian cataloguing rules and practices;
2. Additional subfield of the Dublin Core field 8 "Resource Type", was introduced for the sake of identification locally accessible electronic resources, which enables to list the main system requirements for this resource: brand name and type of the computer and/or its number, the memory requirements, operation system, software and peripheral devices, as well as technical means.
3. We are considering the problems of creation additional reference resources in the Internet metadata milieu that would serve as a guide for creators of electronic resources, when they are entering the data in the Dublin Core format.

By the present time, access can be provided to the machine-readable Russian Library and Bibliographic classification, to the subject headings Authority file, and to the individual authors Authority file. We will have to achieve agreements with the creators of the two authority files: the Russian National Library and the Russian Book Chamber, about conditions for the use of their data in the process of creation electronic resources metadata. So far, these products have not yet become accessible in the free Internet.

The most complicated part of this project will be creation of the legal mechanism that would define the status of the Russian meta-database on electronic resources as the new technological mechanism in the system of the state registration of electronic resources.

In this connection, it is very important to exchange the experience internationally for the sake of developing a single approach to the issue.

As we have said, there are other approaches to the problem of unification of the bibliographic resources, which are not all based on the Dublin Core. Still, we consider that the Dublin Core approach should be favored, because it is relatively simple and because it corresponds to basic Russian and international standards for bibliographic description.

We hope on support of specialists from other libraries of the world and on further joint work to develop the common information space and new opportunities to access electronic resources under the aegis of IFLA.

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Bibliographic projects and tools in Israel

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Paper

I. Background

When surveying the various bibliographic projects in Israel, one very soon realizes that many of these projects are influenced by circumstances of history and geography. The Jews are an ancient people that have created and developed an immense body of literature through three millennia. The foundations of this literature were laid in the ancient Land of Israel - the Bible, the Mishna, the Jerusalem Talmud - and were carried with the Jews into exile. While many nations and peoples in the last several centuries have established communities around the world, the Jewish Diaspora is probably the most far-flung and in many parts of the world there exist Jewish communities that are 2000 years old. The literature created by Jews has taken many forms: religious and secular, scientific and literary. It has been written in a multitude of languages - either the locally spoken language or in one of the several Judeo languages. Beyond the genre, language or content of literature created by Jews, much of this literature reflects the culture and the social situation of the Jews in their respective communities and their contribution to the general society in which they lived. In view of all this it is not surprising that many of the major bibliographic projects in Israel are characterized by the common objective of the coverage of materials from the modern State of Israel, as well as from the Jewish Diaspora. The aim of this lecture is to present several of the most prominent bibliographic tools and projects current in Israel, as well as a few specialized and fascinating, though less well known, projects.

II. Bibliographic Tools in the State of Israel: Union Catalogs

A fairly unique situation exists in Israel, in that all of the university libraries (which hold the largest collections in Israel), as well as most of the smaller college libraries, two of the larger public libraries (Tel-Aviv and Netanya) and several special libraries use the same computerized catalog system, ALEPH. This situation facilitated the inclusion of all of these institutions into the Israel Inter-University Library Network (IUCC) (http://libnet.ac.il), allowing users to switch easily from one institution's OPAC to another. It also expedited the development of online bibliographic tools, such as the Israel Union Catalog (ULI) and the Israel Union List of Serials (ULS).

Developed in 1991, the purpose of the Israel Union Catalog (ULI) is to provide a search tool that would eliminate the need of separately searching the online catalogs of libraries participating in the Israel Inter-University Library Network (Lazinger, 1994). The ULI contains over 4 million abbreviated bibliographic records for all items held by the participating libraries (with the exception of offprints or photocopied articles), each record containing the list of holding institutions. When accessed by means of a Web browser, the records contain links to the full bibliographic record in the catalogs of the holding institutions (http://libnet.ac.il/~libnet/uli/uliinfo.htm).

The Israel Union List of Serials (ULS) lists close to 100,000 different serial titles, in all subject areas and in all languages, held in over 170 academic, public and special libraries and collections. Listings are based on information submitted by participating libraries, which are edited and then added to the database by the ULS staff based at the Jewish National and University Library. The ULS is accessible via the Israel Inter-University Library Network by means of a Web browser or through a Telnet connection (http://libnet.ac.il/~libnet/uls/ulsinfo.htm).

III. Major Bibliographic Projects in the State of Israel

The National Jewish Bibliography Kiryat Sefer

Kiryat Sefer is the national Israeli and Jewish bibliography and is published quarterly in Hebrew, first appearing in 1924. Kiryat Sefer was founded by Professor Hugo Bergmann, the first director of the Jewish National and University Library in Jerusalem. It is published in print form and is also available on ALEPH, the Israeli academic library network via Telnet (from volume 64, 1990). Kiryat Sefer is compiled and published by the Jewish National and University Library and covers the following materials:

- Books printed in the State of Israel in all languages and from all local ethnic/religious cultures. The recording of these materials is based on books that have been turned over to the library for legal deposit. Approximately 6000 books per year are now published in Israel (not including materials from government sources).
- Books on the subjects of the Jews, Judaism, the Land of Israel and books on the Bible. Information on these materials is actively sought and collected from the whole world, regardless of source country or language.
- Books printed in languages using the Hebrew alphabet (Hebrew, Yiddish, Ladino, Jewish-Arabic, etc.), from the world over and in all subject areas.
- Books on general subjects that include material on Jews and Judaica. Since Jewish history covers over three thousand years and there are Jewish communities in almost every country, it is obviously impossible to cover

every item mentioning Jews or Judaica that is printed. Therefore, Kiryat Sefer's policy is to collect only those books that at least one fifth of their content is directly on one of the above topics.

- From 1948 until 1974, a selection of articles in the field of Judaic Studies were also covered. This is now covered by the Index of Articles on Jewish Studies (RAMBI).

Bibliographic citation is based, in a large part, on the information contained in the catalogs of the Jewish National and University Library, which catalogs in accordance with the Anglo-American Cataloging Rules. In the past, each citation was extensively annotated and included a full description of the contents and basic premise of each book, as well as references to previous editions and translations. Additionally, every volume of Kiryat Sefer included a number of scholarly articles in the fields of bibliography, the history of the Hebrew Book, the publication of Hebrew manuscripts and literary research and criticism. In an effort to deal with the mounting backlog of books to be included, this format has now changed, with annotated citations only for those items whose contents are not clear from the title of the work. References to previous editions and translations have been curtailed and scholarly articles now appear in a separate publication. Kiryat Sefer continues to appear in print and its database (KSF) is accessible through the Israel Inter-University Library Network via Telnet.

Retrospective Bibliography: Bibliography of the Hebrew Book, 1473-1960

The historical and geographical situation of the Jews described in the first section of this survey, has, in the main, caused the dispersion of bibliographic information in the field of Jews and Judaica among several publications. The need for a comprehensive, retrospective bibliographic tool that would cover the considerable body of Judaic and Hebraic literature published since the invention of the printing press became apparent. This significant project, Bibliography of the Hebrew Book, 1473-1960, was conceived in 1954 by Dr. Israel Mehlmann. The project commenced in 1959, under the patronage the Jewish National and University Library and was headed by Prof. Gershom Scholem, with the stated aim of creating a database of information on the Hebrew Book, including an authority file of all authors, printers, publishers and place names, thereby constituting a definitive bibliographic tool for researchers. Entries in the card catalog of the project were based for the most part on information from the catalog of the Jewish National and University Library, as well as from smaller, specialized collections in Israel. Entries were created only after a team of project editors examined the books (Marbach, 1996, p.227). Hebrew collections in foreign libraries were also utilized, such as the British Library and the New York Public Library. The bibliographic database of over 80,000 books was published in 1994 on CD-ROM with sophisticated search capabilities. However, this edition did not include most of the entries of the last letter of the Hebrew alphabet, Taf, under which would appear some of the most important material: Tanach (Bible), Tefillot (Liturgy) and Talmud. Since 1994 The Institute of Hebrew Bibliography has continued the work on this project, and both Tanach (Bible) and Tefillot (Liturgical works) are nearing completion. The project is now concentrating on books published in various Jewish dialects: the bibliography of works in Ladino will be completed this year and work has commenced on the bibliography of works in Judeo-Arabic. Since 1995 work is carried out using the ALEPH computer system, which has facilitated the updating of the database and 15,000 new entries have been added since 1995. Project managers are now deliberating whether to publish the whole database on CD-ROM or make it available online. Sections of the database will also be published in book form, such as the section on Haggadah (the liturgy for the eve of the Passover holiday) published in 1997 (The Haggadah Thesaurus). Also

planned for book-form are the sections on the Bible and Jewish Liturgical Works. The director of the project since 1991 is Mr. Yitzhak Yudlov.

The Index to Hebrew Periodicals

The Index to Hebrew Periodicals (IHP), a project of Haifa University, was initiated 1976 (pilot project), the first volume appearing in print in 1977, originally covering 22 Israeli periodicals in Hebrew. As of April, 2000, the computerized database contains more than 570,000 records from over 500 periodicals. The current IHP database is an amalgamation of four indexing projects:

1. The Index to Hebrew Periodicals indexes major Hebrew periodicals. Weeklies and newsletters are not covered, nor are letters to the editor, product information, etc., indexed. Approximately 15,000 articles are indexed per year from about 275 scholarly, professional and popular journals, covering a very wide range of topics. This is evidenced by the IHP thesaurus, developed by the Haifa University staff involved in the IHP project, which contains over 75,000 indexing terms. The IHP thesaurus is used by all the component projects of the IHP database.
2. The Tel-Hai Index to Newspapers in Israel (1985-1997), a selective index of the leading daily newspapers, was a project conducted by the Tel-Hai College Library in the Upper Galilee. Articles chosen for indexing were the longer, analytical articles on social, economic and political topics (including editorials) as well as significant reviews of books, the theatre and other cultural events. General news items, as well as items of passing interest, were not indexed. Unfortunately the project was discontinued in 1997 due to lack of funding.
3. The Eretz-Israel Database (in cooperation with the Library of the Ben Zvi Institute, Jerusalem) indexes additional material relating primarily to the history, geography and archaeology of the land of Israel. The database contains some 21,000 items, including non-Hebrew articles, pre-1977 Hebrew articles (i.e, published prior to the IHP project) and a number of relevant books, pamphlets and reports.
4. The Bar-Ilan Indexing Project, conducted at the Wurzweiler Central Library of Bar-Ilan University, indexes articles appearing in the literary supplements of the daily Hebrew press, including those of the haredi (ultra-orthodox) press in Israel (1985- ongoing). It also includes the indexes to a number of Hebrew periodicals which have ceased publication.

The IHP database is available online to subscribing libraries (via Telnet) or can be purchase on CD-ROM, which updated semi-annually (http://www-lib.haifa.ac.il/www/libinfo/info.html).

The Index of Articles on Jewish Studies (RAMBI)

The Index of Articles on Jewish Studies (RAMBI) is a project run by the Jewish National and University Library (JNUL) since 1966, which has created a selective index of articles in the field of Judaic Studies and in the study of the Land of Israel. The database holds records for close to 100,000 articles published in thousands of periodicals and monographic collections of articles in Hebrew, Yiddish and European languages. The source periodicals and monographs are mainly from the collection of the JNUL: all materials arriving at the JNUL are scanned by the editors of RAMBI in search of articles appropriate for inclusion into the RAMBI database. RAMBI has been online since 1985: prior materials (1966-1985) are planned for conversion to computerized format during the coming year. Prior to 1966, Kiryat Sefer covered relevant materials, which

arrived at the JNUL. RAMBI can be accessed through the Israel Inter-University Library Network by means of a Web browser or through a Telnet connection (http://sites.huji.ac.il/jnul/rambi/about_~1.htm).

IV. Special Bibliographic Projects

1. The Henrietta Szold Institute Database

The mission of the Szold Institute, a non-profit organization founded in 1941, is to serve as the National Institute for Research in the Behavioral Sciences. The Szold Institute engages in research and experimental projects mainly in the field of education and social services, and provides measurement, evaluation and consulting services for educational institutions and social services in Israel. The Szold Institute encompasses a computerized center for information in the fields of education and the behavioral sciences. The bibliographical database covers scholarly publications by Israeli researchers produced in Israel and overseas on the subjects of education, psychology, sociology, demography, social welfare, labor, communication, criminology, management and political science. The materials covered are in Hebrew, English and several other European languages and include books, articles, reports, conference proceedings, theses and dissertations, from 1976 onwards, the majority of which are held in the Institute's library. Each citation provides full bibliographical data, abstract and keywords, for which purpose the Institute has developed a specialized thesaurus. In addition to the bibliographical database, the computerized center for information has also developed four specialized databases: 1. A bibliographical database on computers in education; 2. an informational database containing detailed information on special projects in education and social services, intended for use by practitioners; 3. a database containing information on research tools such as questionnaires, tests and evaluation scales, intended for use by Israeli researchers; 4. a database of rehabilitation services in Israel. The materials referred to in these databases can be found in the Institute's library. The Szold Institute has produced a CD-ROM containing all its databases, including sophisticated search capabilities. The CD-ROM is produced by CDI Systems and is updated semi-annually. Currently, two of the databases (the bibliographical database on education and the behavioral science and the computers in education database) can be accessed through the Internet at two alternative sites (http://www.szold.org.il OR http://www.snunit.k12.il) . As of now these online databases only afford free-text searching: the Institute is working on a Web application of its thesaurus, which will allow the same search capabilities as are available on the CD-ROM.

2. The Moshe Dayan Center Bibliographical Database

The Moshe Dayan Center for Middle Eastern and African Studies is an interdisciplinary research center devoted to the study of the modern history and contemporary affairs of the Middle East, focusing on the Arab world (including North Africa, Turkey and Iran) and Arab-Israeli relations. Originally established in 1959, it is today part of the School of History and the Entin Faculty of Humanities of Tel-Aviv University. Its library and document collection, including a comprehensive archive of the Arab press since 1950, are open to all researchers, regardless of nationality. The Dayan Center has developed a bibliographical database of over 100,000 items, covering articles, pamphlets and occasional papers on all aspects of the Middle East, published in English, French and Arabic. The database is freely accessible through the Internet (http://www.dayan.org/database.htm) and can be searched by title, author, keyword or journal name.

3. Yad Vashem Library and Database

Yad Vashem was established in 1953 by the government of Israel as a memorial to the victims of the Holocaust and includes two central museums, exhibition halls, outdoor monuments, a library, a vast archival collection and the International Institute for Holocaust Research. The Yad Vashem Library is one of the largest collections in the world of published material dealing with the Holocaust and related topics, holding over 80,000 books and off-print articles, as well as almost 4,000 newspapers and journals (by title). The library catalog uses the ALEPH system, although it is not yet accessible through the ALEPH network. Yad Vashem is planning a complete computerization of its documentation system, which will make the retrieval system among the most advanced and accessible to the public worldwide. A selective bibliography is available at the Yad Vashem Website (http://www.yadvashem.org.il/holocaust/bibliography/index.html).

4. Center for Computerized Research Services in Contemporary Jewry (CCRS) at the Avraham Harman Institute of Contemporary Jewry, Hebrew University

One of the primary activities of CCRS is the management of the Contemporary Jewry Database, a consortium of computerized bibliographical projects including catalogs of the unique materials housed at the Institute as well as listings of articles and books on 20th century Jewish life in communities all over the world. Over 50,000 items have been indexed, abstracted, annotated and registered via applications of the ALEPH program designed for each project at the CCRS. A common index provides access to all registered descriptions of books, articles, films, videotapes, oral interviews and other documentation. The Contemporary Jewry Database includes the catalogs of the following projects: Oral History Division, the catalog of the Steven Spielberg Jewish Film Archive and its Jewish Filmography Project, the Jewish Demography and Statistics Library, the World Registry of Jewish Studies and the bibliography of the Institute's publications and other books and articles relating to various aspects of contemporary Jewish communities and experience. Access to the database is through the ALEPH system of the Israel Inter-University network, via Telnet (ram1.huji.ac.il, username aleph lb JCJ).

5. The Spielberg Jewish Film Archive (JFA) and the Israel Filmography Database Project (JFI)

The English language database contains information on the holdings of the Steven Spielberg Jewish Film Archive (founded in 1967), which is the world's largest collection of Jewish and Israeli documentary films. The collection, which is part of the Jewish National and University Library, strives to "acquire, preserve, catalog and make accessible the Jewish world on film." In the 1970s the World Zionist Organization appointed it the official film archive of Israel's national institutions. It includes extensive holdings covering Israel, both before and after the establishment of the State, the Holocaust and Jewish communities abroad throughout the century. The Judaica Department of Harvard College Library at Harvard University is the official depository of the Archive's films in the United States. The Israel Filmography Database Project contains information of films collected for the "Films of the Holocaust" project. The actual films are held by the Spielberg Archive, Yad Vashem, Lohamei Haghetaot, Israel Film Service, Beth Hatefutsoth, Israel Broadcasting Authority and others.The databases, using the ALEPH system, are accessible via Telnet (ram1.huji.ac.il, username aleph lb JFA and lb JFI) and at the Speilberg Jewish Film Archive Website (http://sites.huji.ac.il/jfa/ideas.htm)

6. The Vidal Sassoon International Center for the Study of Antisemitism - The Felix Posen Bibliographic Project on Antisemitism

The mission of the Sassoon International Center for the Study of Antisemitism, founded in 1982, is to serve as "an inter-disciplinary research center dedicated to an independent, non-political approach to the accumulation and dissemination of knowledge necessary for understanding the phenomenon of antisemitism ... engaging in research on antisemitism through the ages, focusing on relations between Jews and non-Jews, particularly in situations of tension and crisis" (http://sicsa.huji.ac.il/bibdes98.html). The Felix Posen Bibliographic Project on Antisemitism, conducted at the Center, has as its long term goal the production of a comprehensive bibliography of works on antisemitism throughout the ages. The Project has published printed bibliographies and offers access to its online database. The database has three sections: The Annotated Bibliography on Antisemitism (publications from 1984 to the present); Retrospective Bibliography (publications before 1984); and The "Jewish Question" in German-Speaking Countries, 1848-1914 (currently being supplemented to include materials from 1915-1933). The databases are accessible in Israel via Israel's university library network (ALEPH), and can be reached all over the world via Telnet (har2.huji.ac.il - username is SICSA) and through the Internet (http://sicsa.huji.ac.il/bibsear.html).

7. The Ben Zvi Institute - Bibliographic Projects

The Ben Zvi Institute, named after the second president of the State of Israel, is dedicated to research in two fields: study of the Land of Israel and the study of the culture and history of Jews in Moslem Africa and Asia. The Institute has published many monumental bibliographical works such as: The Jews of North Africa: Bibliography, by Robert Attal (rev. and enlarged ed., 1993); Les Juifs de Grece de l'expulsion d'Espagne a nos jours: Bibliographie by Robert Attal (1984, supplement 1996); Ethiopian Jewry: an Annotated Bibliography by Steven Kaplan and Shoshana Ben-Dor (1988). A full list of the projects and publications of the Ben-Zvi Institute can be viewed at the Institute's Website (http://www.ybz.org.il).

8. The National Sound Archives Database

The National Sound Archives was founded in 1964 as part of the Music Department in the Jewish National and University Library, Jerusalem, with the stated goal of collecting and preserving the musical heritage of Jewish and non-Jewish communities in Israel as well as the musical traditions of Jewish communities in the Diaspora. Since the 1930s, researchers have gone into the field to record these communities and have continued to do so up to the present, collecting tens of thousands of recordings. Almost all of the recordings have been basically cataloged, providing the name of the researcher, the name of the person/s recorded and the name of the community, and a limited number of index terms have been assigned, thereby creating the database of the project. The database can be accessed via Telnet to the Aleph system (ram1.huji.ac.il, username aleph, lb PHO).

V. Conclusion

This lecture has surveyed only a small portion of the many and varied bibliographic tools and projects currently in progress in Israel. In the future we hope that all the Israeli bibliographic projects will be available to the widest possible audience around the world, through that wondrous invention, the

Internet

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Multimedia and user education at Rutgers

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Paper

The computer as a multimedia workstation has created a major shift from traditional modes of teaching and learning that focus on the classroom and lecture to a multitude of new and exciting options for instructors and users. The increased potential of multimedia capabilities for computing with new devices such as DVD-ROMs and increased network bandwidth provide exciting opportunities for the delivery of audio, video, and graphics.

Utilizing multimedia for teaching is really just another tool that provides a new type of learning environment. But multimedia is of very limited use without content. There is also the danger of providing too much glitz, color, animation, and transitions resulting in students being dazzled by the media and forgetting about the learning. However, with this caveat, multimedia can make learning fun, or what some have termed edutainment. Usually learning is verbal, yet we are multisensory beings. Multimedia can combine the senses of sight, sound, and touch and thus increase opportunities for learning. Multimedia instruction can provide active learning where by the student becomes an active participant in their learning and information retrieval rather than only a bystander. Multimedia can also motivate and involve students in the learning, because their learning is often independent of fellow students and the teacher.

At Rutgers University Libraries the convergence of multimedia with computing has led to a merger of Media Services and our Scholarly Communication Center into a new unit named Multimedia and Digital Library Services. Rutgers University Libraries is committed to the exploration of new forms of information

and instruction through its strategic plan, "A Bridge to the Future: The Rutgers Digital Library Initiative." This plan notes that "The Digital Library Initiative is a five-year plan to move aggressively, but intelligently, towards the creation of a new library system. That new library is characterized most specifically by it's ability to use technology to enhance information services to students and faculty, to support new instructional methodologies, and to improve access to all forms of information."[1]

Rutgers University Libraries are currently employing multimedia instruction in a variety of settings both within and beyond the classroom. Special funding for Media Services led to significantly upgrading 58 classrooms and lecture at the university over the past three years. These "Smart Classrooms" include an instructor's podium in each room which has been specially designed so that all equipment (VCR, laser disc, audiocassette, CD, laptop projection, slide projector, visualizer) is operated from a menu on a programmable Crestron touch screen. The rooms are called "smart" because they include connections for laptop computers and data and modem ports to access the campus network and the Internet. The use of these networked resources greatly enhances teaching capabilities by connecting to research and instructional materials worldwide.

Beginning this fall, our library is a partner in the new Rutgers University Television Network, a private cable network comprised of several Rutgers-owned stations along with traditional cable programming. Several channels will feature original instructional programming created by the university community, including the libraries. For the first time our general library orientations to incoming freshman will be broadcast via the RU-TV system. The library will also have a mini-head end and will control programming for two of the stations; we're calling RUL (Rutgers University Libraries) Mediavision. With RUL Mediavision, instructors can request materials for broadcast from the library's collection that support classroom teaching.

Beyond the library and classroom, Rutgers Libraries have been involved in providing information instruction via the Web. One of these programs, Knowledge Maze, was written in Toolbook and converted to HTML, provides a basic inroduction to Rutgers Libraries and to library research. Knowledge Maze enables students to pace their learning at a time convenient to them. Students can repeat sections or move around within the tutorial until they feel they have assimilated the materials. Self-assessment tests give students further control over the learning process, by providing them with immediate feedback on their progress.

Several authoring systems are now available to develop web-based instructional tutorials directly. Older packages involved learning on an individual pc with the learner working on their own. Newer web-based packages offer various tools to create teaching units integrating seamlessly text, graphic and audio/video files. These tools also include options for threaded discussion groups and chats, have course management features allowing the students to check their grades, to take online quizzes that can be graded automatically or manually, to view a course calendar, and review their classmates' homepages. The instructor can also track the students' progress. For most of these packages minimal knowledge of HTML, if any, is necessary. Many of these packages have free demonstration versions available for download on their websites.[2]

At Rutgers University, we are using one of these packages, Web-CT (Course Tools), in a collaborative grant-funded project between the Spanish and Portuguese Department and the Scholarly Communications Center of the Library. The project, entitled "Learning Links: Reading, Writing, Information, the Web,

and the World,"[3] is organized around a series of WebCT websites developed to support various undergraduate Spanish Literature classes. With Learning Links, students develop their reading and comprehension skills in Spanish and expand their knowledge of Hispanic culture and literature. Various print and electronic resources are being incorporated into student learning such as literary criticism, demographic, and cultural information residing on external websites, literary texts and author biographical information found in the library, and excerpts of video and audio tapes found in the Media Center, such as clips of plays or movies that may have been adapted from the texts studied. Students are also learning how to search the Web and how to evaluate relevant websites they discover on their own.

A unique aspect of this program is the development of learning communities. Students in upper-level undergraduate classes are creating websites as writing assignments, providing cultural and historical information in Spanish that is relevant to the reading in the lower-level courses. These students are also researching and identifying links for existing websites in Spanish and are working with the Latin American Resource Librarian to learn to search the monographic, journal, document, and audio-visual collections of the Rutgers Libraries and elsewhere. Students will not only be developing information literacy, but technical literacy as well. As a final project, each student developed their own website using Netscape Composer or created a presentation using Microsoft Power Point. Graduate students are involved in the preparation of the multimedia materials and in teaching the web-based course; these activities allows them to experiment with cutting-edge teaching technologies, and thus provides them with the skills they will need to become the education professionals of tomorrow. Students at all levels are encouraged to interact with the librarians involved in the project through training sessions, one-on-one consulting, participation in threaded discussion list, and email. The Rutgers Libraries' Scholarly Communication Center built a Collaboratory for students to work together on computers as a group or on a one-on-one basis with the librarians.[4]

With the increase in the use of multimedia teaching and new forms of scholarly communication, what are some of the new roles for library buildings? Major renovations are underway in two Rutgers Libraries to reflect these changes and in some cases we are moving to a place where the library is the classroom. Many academic libraries already have electronic classrooms for teaching, but these two projects go steps beyond.

The first is the vision to turn the Douglass Library, a traditional undergraduate library at Rutgers which also contains research collections for music, performing arts and women's studies, into a new facility that can serve as a model digital library and intellectual center for the campus, providing innovative and multimedia interactive learning opportunities.[5] The second is the development of a Center for Instructional Information Technologies at the Rutgers Dana Library at the Newark, New Jersey campus.. This technology-enhanced facility will assist the Newark campus in developing and using multimedia and other information technologies in support of outreach programs to urban schools and other local institutions and providing technology-based local and global linkages for enhanced learning.[6] Several unique spaces are planned for these facilities. Douglass Library will include a digital performance/exhibition space equipped with large-scale plasma monitors that lay flat on the wall. The CIIT will have facilities for creating digital libraries, models, simulations, tutorials and virtual reality systems. Both facilities will include multimedia resource laboratories with videoconferencing software that will enable students to engage in collaborative learning with their peers at other Rutgers campuses and at educational institutions around the world.

For more information, consult the following webpages:

- Douglass Library for the 21st Century (D21), http://scc01.rutgers.edu/D21
- Knowledge Maze, http://scc01.rutgers.edu/kmaze/
- Learning Links, http://scc01.rutgers.edu/lrnlinks
- Smart Classrooms, http://scc01.rutgers.edu/mediaservices/smart.html

Notes

1. A Bridge to the Future: The Rutgers Digital Library Initiative, Rutgers University Libraries, June 23, 1998

2. Tobin, Tess and Kesselman, Martin. "Evaluation of Web-Based Library Instruction Programs," prepared for the Workshop on Web-Based Instruction sponsored by the IFLA User Education RT at King Moghut University, IFLA Annual Conference, Bangkok, Thailand, August 1999.

3. Bretz, Mary Lee, et al. "Learning Links: Reading, Writing, Information, the Web, and the World," (proposal to the University Vice-president for Academic Affairs, Rutgers University, Spring 1999.

4. Kesselman, Martin, Khanna, Delphine, and Vazquez, Lourdes. "Web Authorware and Course-Integrated Library Instruction." College and Research Libraries News 61 (5): 387-390, 402.

5. Concept Document: Douglass Library for the 21st Century (D21), Rutgers University Libraries, June 1999.

6. Center for Instructional Information Technologies Summary, Rutgers University Libraries, August 1999.

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Recent trends in describing Hebrew manuscript collections

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Abstract

After briefly reviewing the shifting standards of descriptive cataloging, I compare two recent catalogs of Hebrew manuscripts, one in Oxford, the other in Cambridge, and show how they differ in their approach to descriptive cataloging of medieval (non-Hebrew) manuscripts. I also attempt to chart how cataloging of Hebrew manuscripts will have to adjust to these new standards and where it needs to differ from them.

Paper

In order to establish the standard description for medieval manuscripts, in order to establish what are the various elements which should be included without fail in any bibliographic notice of a medieval text, the cataloger or the bibliographer turns toward the already published catalogues of manuscripts. Both Consuelo Dutschke in her Guide to Medieval and Renaissance Manuscripts in the Huntington Library (San Marino, Calif.: The Library, 1989) and Barbara A. Shailor in her Catalogue of Medieval and Renaissance Manuscripts in the Beinecke Rare Book and Manuscript Library, Yale University (Binghamton, N.Y.: Medieval & Renaissance Texts & Studies, 1984) refer to the four volumes work by Neil Ker, Medieval Manuscripts in British Libraries (Oxford, Clarendon

Pressses, 1969). Ker's work serves to establish what are the necessary elements which should always appear in any bibliographic notice describing a medieval manuscripts. Iter Italicum; a Finding List of Uncatalogued or Incompletely Catalogued Humanistic Manuscripts of the Renaissance in Italian and Other Libraries, published in London (Warburg Institute (1963-1997) by Paul Kristeller, Paul Oskar, 1905-1999) could have made a very good case for being the descriptive bibliographer vade-me-cum. Its publication which took over thirty years and its focus more on Renaissance disqualified from becoming the accepted standard for professional rare medieval and early modern manuscripts. An added reason for Ker becoming the standard is that in a few pages, he listed sixteen clear and precise elements which should always be part of any description of manuscript. As he stated in his introduction, In the descriptions of manuscripts which have not been catalogued before... [Ker] gives:

- first, a short title and date;
- secondly, a list of contents and, in smaller print under each item, information about it and bibliographical references, if any; and
- thirdly, in two paragraphs of smaller print, the number of leaves and other codicological details about the manuscript and what is known of its history.(p. vii)

With this, Ker has described his standard layout of the bibliographic notice. Is it typical British understatement or negligence which lead him not to indicate that his short title is preceded by the classmark (US call number) of the holding repository? More likely, Ker considered it extraneous to what he contributed as a descriptive cataloger. In any case, call number, short title and date listed first in the notice save time to the researcher, allowing his or eyes to locate quickly the object of interest. The same visual distinction between the size of the font of the letters allows the reader to distinguish the contents from the information about the contents. An even smaller print deals with the paleographical and codicological details. Please note the positively, undoubtedly British fascination for the unsaid which permits Ker to distinguish between paleography and codicology by stating that the first part contains *"two"* paragraphs.

Call number, short title in Italics, and date, all on one line isolated by blank space, description of contents with two size characters, even smaller ones used for technical details, all this sophisticated layout creates a hierarchy of relevant description which guides our eyes to the important elements of the notice. Having established the main articulations in the bibliographic notice, Ker goes on listing sixteen (16) elements which he considers should be part of any description of a medieval manuscript. Again, there is order there, first codicology, then paleography, to finish with the binding. There is no point is repeating here what Ker said so succinctly and accurately in his Medieval Manuscripts in British Libraries, but we will use these 16 points to compare how two recent catalogs of Hebrew manuscripts follow or diverge from Ker's model.

Before, we should note two points right here. Firstly, Ker is not a perfect standard. Two examples will make the point: for one, regarding the contents in a manuscript, Ker limits his discussion to the Bibles; the structure of no other classical work, liturgical or other, is presented. For two, on the subject of manuscripts on paper, he does not describe the watermarks, and does not compare them to the standard reference tools in the matter. Wit this caveat, we can nevertheless state that Ker's sixteen points provide almost all the corroborative and relevant information necessary to allow the reader to assess independently the accuracy of the tentative datation and location found in any bibliographical notice. To fully permit the reader to track down the references, may be even challenge the conclusion of the descriptive bibliographer, is the

sign of a real researcher. In this sense, Ker is the current, perfect standard.

As I indicated, my purpose in this presentation is to compare how two recent catalogs of Hebrew manuscripts follow or diverge from Ker's model. The Hebrew manuscripts described are both kept on the British soil, at these two famously rival universities, Oxford and Cambridge. In my research for two articles I wrote reviewing these two catalogs in detail I found many references to the rivalry between these two institutions, even in scholarly publications, that I am not surprised anymore that the cataloging of their Hebrew manuscripts collection can be the arena for Oxbridge.

The first catalogue, the Catalogue of the Hebrew Manuscripts in the Bodleian Library is in two volumes. The first volume, published in 1994, is a facsimile reproduction of the 1886 work of Adolf Neubauer (1831-1907), with a Supplement of Addenda and Corrigenda by Malachi Beit-Arié (Oxford: Clarendon Press; New York: Oxford University Press, 1994). The second, published three years later is the Hebrew Manuscripts at Cambridge University Library: a Description and Introduction by Stefan C. Reif, *"assisted by Shulamit Reif and incorporating earlier work by S.M. Schiller-Szinessy, H.M.J. Loewe, and J. Leveen, and including palaeographical advice from E. Engel"* (Cambridge; New York: Cambridge University Press, 1997)

Before measuring the two catalog to Ker's yardstick, we need to note what unite them and what differentiate them. Which one has the better layout, is easier to browse, but also which one has the most valuable contents and will best resist the test of time.

What do Oxford and Cambridge collections of Hebrew manuscripts have in common? Both collections are in England and have similar origins, having started with a nucleus of Hebrew books collected by Christian hebraists in the 17th and 18th centuries, complemented with massive purchases in the 19th century, two large collections for Oxford, many purchases from a few German and Austro-Hungarian bookdealers for Cambridge. Both catalogs follow the same arrangement for the description, starting formally with the Bible, then commentaries on the Bible, Talmud, liturgy to end with various smaller categories in no specific order.

This being said, there are many more difference in the collections and in the catalogues describing them. First, we should note that we are not comparing two collections of similar sizes. There are three time more Hebrew manuscripts at the Bodleiana than at Cambridge. Oxford holdings almost doubled with the acquisition of two libraries: in 1829 of the library of Rabbi David Oppenheimer (1664-1739), of Prague, and in 1849 of Heiman Michael, from Hamburg. These libraries contained around eight hundred Hebrew manuscripts each. With *"only"* a thousand manuscripts, Cambridge collection is more manageable by one bibliographer; Reif's catalogue, however, is the first published for the entire Cambridge collection, although such a project started officially in 1825! In Oxford, Adolf Neubauer took eighteen long years to complete his published catalogue while his contemporary at Cambridge, Rabbi S.M. Schiller-Szinessy, took twenty-seven years to describe only seventy-two Bible manuscripts. The Bodleian catalogue which is nothing short of a nightmare to navigate, because Neubauer kept on updating his catalogue. Although 90% of the manuscripts are described in the main body of the work, there are seven additional chapters. There are so many indexes that they are totally useless. Neubauer had planned five main ones, but the published catalogue contains no less than twenty-eight different places to look for the name of a work or a person!

Malachi Beit-Arié worked on and off for a decade over his Supplement of addenda and corrigenda to Neubauer's catalogue. His Supplement follows the format of Neubauer's. His comments and corrections to Neubauer are based on over thirty years of experience deciphering Hebrew manuscripts all over the world, as one of the most, if not the most prominent Hebrew paleographer in our time.

Even if the collections and their catalogs are so different between Oxford and Cambridge, we are still justified, I think, to evaluate the structure of and the quality of the information in the bibliographic notice describing each individual manuscript and to compare it to the model structure of a bibliographic notice offered by Ker. At the top of his notice for each manuscript, Neubauer gives us what became a *"Neubauer Catalogue Number,"* relegating the official shelfmark to a bracketed place at the very end of the description. As we noted, Ker does not consider the shelfmark as central as I would, but I do fail Neubauer on this. Neubauer provided then an accurate title, often in Hebrew characters, but he placed the dating of the manuscript toward the end, after the description of the contents and the technical information. This is not as strange as it may sound, if we consider that the date is often inferred from other evidences rather than given plainly in a colophon.

Reif starts like Ker, with the one and only valid call number, but soon abandons the Ker's model. Reif has the paleographical and codicological elements preceding the short title of the work. He differentiates between the contents of the manuscript and the bibliography, not by the size of the point of the type, rather one follows the other. Additional paleographical information, on the colophon, mentions of owners, censors are sandwiched here, before the binding and the provenance. Despite my efforts, I fail to see a clear logical order to this enumeration.

Neubauer provides a more coherent and organized structure to his description, although the information appears to us crowded on the page while Reif's layout is clear and pleasing to our modern eyes, no question about it. Although neither follows closely Ker model, Neubauer is closer to it, while Reif scores on readability.

I would like now to tackle the problem from the other angle, attempt to compare the two authors of our catalogues on how they establish their credentials for suggesting a date and/or a location for a manuscript, the underlying concept of Ker's sixteen points of description.

One good start is simply to read the title page of both catalogues. Beit-Arié supplements Neubauer, relies on him so much that the 1994 publication of the Supplement required a reprint of the 1884 catalogue to have on hand to compare with. The Supplement is *"compiled under the direction of"* Beit-Arié, not by him alone. In fact, in his introduction, Beit-Arié thanks no less than thirteen collaborators, all except one, Israeli professors and scholars. Beit-Arié fully embrasses the principle of collaborative effort required by scientific research, in Hebrew codicology as elsewhere. The title of the Cambridge catalogue is less modest, as it is no supplement, it is the first description -long in waiting- of the entire collection. On the title page, Reif takes full credit for the *"description of and the introduction"* but acknowledges first and foremost the assistance of his wife and then his use of the descriptions left by three of his predecessors. The last person mentioned in the authorship for the catalogue is Edna Engel. Nowhere in the catalogue would we know that she works at the Hebrew Palaeography Project, housed in the Jewish and National University Library of Jerusalem, an institute founded and still directed by Beit-Arié. Engel is not listed

as an assistant, but rather as a consultant giving *"palaeographical advice."* When Reif thanks the Hebrew Palaeography Project in his acknowledgments, he does not mention Engel by name neither the institution's founder and director. From the title page alone, we can state already that both Beit-Arié and Reif acknowledge the collaboration of others, one more of his contemporaries, the other more of his predecessors. Beit-Arié directed the collaborative effort, Reif authored the catalogue with the assistance of others, living or dead, collaborators.

This prima facie difference of approach is evident also in the details of the notices of the manuscripts as we try to establish who is closer to Ker's 16 elements of description. As we indicated, Ker ultimately wants to allow the reader to assess the accuracy of his tentative datation and location of a given manuscript, as we will now check notices for Reif and Beit-Arié. When identifying a scribe responsible for the copying of a manuscript, Reif simply says *"on the evidence of other manuscripts, the scribe has been (tentatively) identified as"* and then follows a name, sometime simply a surname, Isaac for example (p. 438, SCR 796). We don't know who made this identification, Reif? Reif's predecessors? Or Engel? It would have been advantageous and also proper scientific practice to give the references to the other manuscripts used in reaching this conclusion (Reif does it sometimes, apparently when only one manuscript is concerned).

Beit-Arié, on the other hand, has for purpose to provide Addenda and Corrigenda to the work of Neubauer and he goes to great length to substantiate his conclusions. First, in an introduction titled *"methological and descriptive introduction to the palaeographical identifications,"* Beit-Arié characterizes seven types of Hebrew scripts and combines these paleographical evidences with codicological ones. Unlike Ker, he examines watermarks in his re-evaluation of Neubauer identifications. To take one example, Neubauer gave 1269 for the date for a copy of a medical work by Maimonides completed in a city he did not identified, for which Neubauer gives only the name in Hebrew characters [Terits]. Beit-Arié dates this manuscript from 1369, a century later, because the paper used for the copy has watermarks and the earliest watermarks known in Western Christiandom appear some twelve years after Neubauer's date. Beit-Arié also identifies [Terits] with the town of Trets in Provence. Examples abound of such detective work in the Oxford Supplement, but space and time are limited here to show how closely Beit-Arié follows the spirit and goes beyond the letter of Ker's elements of description for medieval manuscripts.

I would like to address in conclusion, even if only briefly the impact I can see of the digital revolution. How the bibliographic standards being development by Northern American catalogers will affect the description of Hebrew manuscripts is still an open question and is the topic for another presentation altogether. It is important to note, even if it is obvious, that the two catalogs we are evaluating are in a book format, the very traditional format until recently for works of this type. Searching a book for a discreet piece of information, via it index or indexes, is very different from searching on the Web, as we are beginning to do more and more. But for the time being, we need to compare the printed indexes of these two catalogues. Although it is not a criteria for Ker for obvious reasons, I would argue that indexes are the most important tool to access relevant information in a manuscript catalogue. Beit-Arié could do little to correct the ineffectual indexes left by Neubauer but he added two more, for dated and for localized manuscripts. Again, it is from the lessons learned from these that the Hebrew paleographer could infer conclusions on manuscripts undated or without mention of a place. Reif provides twelve indexes, some very specialized, some more general, all useful, all legitimately supporting one aspect or another of the

scholarly pursuit. I don't think this is the place to review them in details, but I would like to quote from Reif himself about his approach to indexing: *"Researchers are advised not to depend on only one index since, for example, an owner may also be suspected of being the scribe or even the author of a piece and his name may thus appear in any of three separates indexes"* [p. XV]. Borrowing here from the Neubauer practice to give a *"Neubauer number"* to Bodleiana Hebrew manuscripts, Reif refers to manuscripts in his indices by a new running number, SCR, which stands for Stefan C. Reif, and is listed at the end of individual notice (and not at the beginning as Neubauer did). Reif took full advantage of the sorting capabilities of the computer and created excellent overall indexes, as he did when he prepared the presentation of his notices. In this, again, he was freer than Beit-Arié who had to contend with the constraints of Neubauer.

In conclusion, these two catalogues show how traditional and cutting-edge skills are and remain complementary. Because of Beit-Arié's superb experience in Hebrew paleography and codicology, his Supplement to Neubauer is a reference tool which goes beyond the walls of the Bodleiana. Reif, by skillfully using all the resources of the modern technology in this catalogue as he did in many of his prior publications, provides us with the first and worth waiting for catalogue to the Hebrew manuscripts at Cambridge, and beyond this, is a model for a printed catalogue of Hebrew manuscripts.

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The status of libraries in Israeli historical archives

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Paper

Papers and books have been written and published on archives within libraries, on their mutual relations as separate institutions, and comparing them in search of common and divergent aspects in past and present. To mention just two comparative volumes: *Archive-Library Relations* (1976), edited by Robert L Clark, and *Archives and Library Administration: Divergent Traditions and Common Concerns* (1986), edited by Lawrence J McCrank. The annual *Archivium* devoted its thirtieth number in 1986 to comparison of archives, libraries, museums and information centers. And finally, Paul Alsberg's article on "Libraries and Librarians as Archives Keepers: a Chapter in Archival History", which appeared in the Hebrew journal *Yad La'koreh* in 1989. The type mentioned at the beginning analyzes the various functions assigned to libraries and archives, examines their common aspects and the possibilities of cooperation between them, especially in the wake of such technological developments as standard cataloguing programs like the MARC format, which are used also for registering archival material. Alsberg's article describes and analyzes a growing practice of maintaining archives in libraries for historical reasons, beginning with their being together by virtue of being manuscripts, and on to the deposit of private archives, mainly in departments of manuscripts and archives in libraries, since according to theories widely held in the profession, their place is not in official archives. Archival material deposited in libraries has been the subject of professional literature, descriptive and analytical.

To the best of my knowledge, an aspect that has yet to receive special attention, and which is the subject of this discussion, is the place of libraries within archives. It may be assumed that the phenomenon of libraries in archives, since

the Middle Ages, when they constituted one institution, developed, beginning in the 19th century, after the opening of archives to scholars. The purpose of these libraries is, on the one hand, to provide assistance and support for scholars of archival material and, on the other hand, to collect studies written and published on the basis of documents deposited in the archive. This collection, beyond providing proof of use of the archival material, is a means of determining what topics have already been researched. It becomes in itself background and/or comparative material for future research. In principle, one can define such a library as an auxiliary library to an archive. The kinds of publications characteristic of it are: general reference books; books that serve as background material for the various record groups of the archive (such as books on the geography of Eretz Israel in the Central Zionist Archives); studies written on topics related to the sections of the archive itself, but not based on material in the archive itself (such as studies on opponents of Zionism, in the same archive); studies based wholly or partly on the archival material, as mentioned above. To everything mentioned so far, one should add borderline material, or, as it is called by librarians, "gray matter", i.e. publications by the body from which the archive originated, which constitute part of the archive itself and/or publications by bodies or organizations related somehow to the body from which the archive originated. Regarding publications that constitute an organic part of the archive, they can be treated either purely as archival material or as library material. As for the second type, it constitutes part of the documentation that enriches one's knowledge of the archival matter; from a professional standpoint, its place is more in an auxiliary library than in the archive proper. Of course, everything depends on the policy of the individual archive.

So far, we have discussed an auxiliary library that grows ad hoc, as required by the specific archive. There are two further options: a library that exists on its own and serves the archive, or a library founded in parallel and that serves the archive; the library of an individual, of which the collection was built during his lifetime and was given together with the personal or family archive. Examples of the former are the libraries of the Labor Archive and of the archive of the Institute for Research in Religious Zionism. Examples of the latter are the library of Albert Einstein, tied to his personal archive in the Jewish National and University Library (JNUL). Abroad, the outstanding examples are libraries of presidents of the United States, with all the problems incumbent on ownership of the holdings and supervision by the National Archives.

In order to survey the situation in Israel, a questionaire was compiled that collected basic data on the archive itself: personnel, location, date of establishment, amount of archival material, main divisions, means of registration and storage, and computerization; and more specific details on the library proper: if there is a special librarian to curate the collection, date of establishment, number of titles (books, periodicals), areas of specialization in the library and the degree of correlation to the contents of the archive, methods of cataloguing, classification and indexing, acquisition policy, treatment of publications based on the archival material, follow-up. At the end, it was asked if the library serves only those who come to use the archive and if the archive is part of a library unit.

In the context of this lecture, I shall analyze and present only the main facts on the relationship between library and archive: location of the library vis a vis the archive; scope of collections as against amount of archival material; treatment of written works based on archival material; presence of a librarian; use of computer programs.

Questionaires were sent to 75 archives of different kinds. Not included were archives of kibbutzim or moshavim, on the assumption that, as small settlements,

the chances of there being an auxiliary library for the archive was very low. Included, however, were municipal and regional-council archives. Replies were received from 30 archives.

The archives can be divided into four main categories (not necessarily in accordance with the definitions in the Law of Archives of 1955):

1. Academic institutions
2. Archives of movements and parties
3. Public archives
4. Archives of local authorities

Archives of Academic Institutions

Out of 20 archives of universities or archives that operate in the university framework, seven replied. Among them were four archives that belong to the Hebrew University and do not meet the criterion of an archive that includes an auxiliary library. Two of them hold unconventional material (the Archive of Aerial Photography in the Department of Geography, and the Oral History Unit in the Institute for Contemporary Jewry). None of them has an auxiliary library or keeps track of publications based on its holdings. One may assume that the libraries on Mount Scopus supply the needs of these readers, or that, because of the nature of the special material, in any case researchers also need other services, so there is no need to develop auxiliary libraries. The Department of Manuscripts and Archives at JNUL meets, as mentioned above, the model of an archive that grew in the context of a large library that collects unofficial archives, so it did not develop an auxiliary library; rather, researchers who require its services are supported by the collections of JNUL. There also exists, in the basic plan, a requirement to submit copies of published work written on the basis of archival matter. In accordance with existing policy, they are added to the general collection of JNUL.

The fourth library, also under the roof of JNUL, belongs to another category that I have mentioned, libraries that grew in parallel to a personal archive: the Albert Einstein Library. There is a certain correlation between the archival material and the subjects of the titles (3447 books and 301 periodicals). Books by and about Einstein; books in Einstein's areas of interest (history, philosophy, sociology, politics, Jewish studies, German literary classics, world literary classics in German translation). This library, like the archive proper that receives documents pertaining to the original owner of the archive, receives gifts from authors and publishers who issue books by or about Einstein. These publications are kept track of, including works based on the personal archive. In the past two years, some fifty works of this type have been received. Differing from the Department of Manuscripts and Archives, the idea regarding the Einstein Archive is to maintain concentration and completeness of the material in the context of the archive proper.

The Institute and Center for the Legacy of Ben Gurion belong to Ben Gurion University of the Negev. Together, the archive and the library included in it form a second example of relations between personal archive and library. The core personal archive of Israel's first prime minister has been complemented by addition of documentation by and about Ben Gurion from various archives in Israel and abroad, and has reached some 400 meters shelf space. The library, which includes everything that Ben Gurion wrote or that has been written about him, with the addition of material in areas related to Ben Gurion (about 30,000 books and 50 periodicals), also includes a documentary collection of 19,000 photocopy files, with articles by and about Ben Gurion. Although library and

archive are mutually complementary, in administration and staffing they are separate entities.

If we compare the case of the library of the Einstein Archive to the parallel library of the Institute for the Legacy of Ben Gurion, we see that differences in scope of material arise not only from differences in scope of activity of the two men, but rather from the policy of expanding the circle of topics around the personalities, and in the case of Sde Boker (the Ben Gurion Institute), the addition of a documentary section to the library proper. Without a doubt, despite the autonomy of the library of the Einstein Archive within JNUL, its location within JNUL determines the scope of the collection; as distinct from the library of the Institute and Center for the Legacy of Ben Gurion, which is the reading collection at Sde Boker.

The last two libraries in the academic sphere are: the library of the Aviezer Yellin Archive for Jewish Education in Israel and the Diaspora at Tel Aviv University, and the library of the archive of the Zerah Warhaftig Institute for Research in Religious Zionism at Bar Ilan University. They are auxiliary libraries to archives, according to the model described above. In both cases, the collections include books, periodicals and "gray matter" of and about Jewish education or religious Zionism. In the case of Tel Aviv University, there are 12,350 books and about 800 periodicals (some of them single issues), while in the case of Bar Ilan University there are about 1200 books and about 70 periodicals. Both places are careful to receive copies of work based on the archival materials under their jurisdiction. The difference between them is that in the case of the educational archive, the independence of the library from any other library is absolute. The cataloguing system, registration and finding aids are in the same program, whereas the auxiliary library of the Archive for Religious Zionism is in the same format as all other libraries at Bar Ilan University, so that the publications appears also in the general database. Thus, there is no connection between the program of the archive and the program of the auxiliary library.

If we summarize the status of libraries adjacent to archives in the academic sector, we see that there are archives that do not keep library-type collections because of proximity or incorporation into large libraries (the Oral History Unit, the Aerial Photography Archive, the Department of Manuscripts and Archives); two received and developed libraries that center on a personal archive (the Einstein and Ben Gurion Archives), and only the last two cases (the Archive for Jewish Education and the Archive for Religious Zionism) meet the description of a library that grew linked to an archive.

Archives of Movements and Parties

This category includes six archives out of seven to which the questionaire was sent. these are the auxiliary libraries of the archives of kibbutz movements (United Kibbutz Movement: Ef'al and Hulda; Hakibbutz Ha'artzi; Hakibbutz Hadati; and Massu'a: Ha'oved Hazioni), and the archive of the Lavon Institute of the Labor Movement. The Central Zionist Archives were deliberately omitted from this group, because it is the archive of the entire Zionist movement including all its institutions.

As per its definition, the Lavon Institute includes an archive and a library; chronologically, the library preceded the archive, but from the outset the library has served as depository for all publications of the Histadrut labor organization and the Zionist Labor Movement. With establishment of the archive, the archival function of collecting publications of institutions which constitute record groups

in the archive remained with the library, which naturally also included books, periodicals and other publications on the Jewish and general labor movement in Eretz Israel and abroad, background literature in areas of history, economics, social affairs, Zionism and so on. The library has also been careful to receive studies based on the archival material; in the past two years, about one hundred such publications have been received. The library includes some 49,000 book titles and some 11,000 periodical titles. There is also a computer system which serves both library and archive. As we have seen in the case of the Ben Gurion Institute, here also, and despite separate administration, archive and library are mutually complementary.

In the libraries and archives of the kibbutz movements, there are significant differences in scope and organization. The library of Yad Tabenkin at Ef'al (part of the United Kibbutz Movement at TAKAM) is similar to the library of the Lavon Institute: an independent body, coordinated however with the archive for issuing publications and in areas covered by the record groups, and in other aspects. The outstanding example is its collection on communes around the world. Altogether, there are about 60,000 book titles and 1230 periodicals. the library of the archive of Hashomer Haza'ir-Hakibbutz Ha'artzi has a set-up similar to that of Yad Tabenkin. Undoubtedly, these libraries, in addition to being linked to archives, being also a part of educational institutions and research institutes, has given them a special boost. Which is not the case for the remaining three. The library of the archive of the Kibbutz Federation at (TAKAM) at Hulda is an auxiliary library that serves only visitors to the archive; it is an integral part thereof and according to its scope there is no need for a librarian to manage it. A similar case is the Massu'a archive, which has reference and auxiliary books (they did not indicate the library of Massu'a). As for the archive of Hakibbutz Hadati, the auxiliary library comes close to the model we have seen in the archives of Jewish education and religion Zionism: a library linked to an archive and integral to it; altogether, about 1100 titles. If we take into consideration the specificity of the topic - the religious kibbutz - as compared to Jewish education or religious Zionism, we see that this is a relatively large library.

It seems that in the case of archives of movements and parties, status and scope depend gratly on the context in which they grew. If we except the library of the Lavon Institute, which represents an entire movement, in the other cases the size of the library and its dependence on an archive are related to a high degree to the periphery. Where, in addition to an archive, there is an educational or research program, the library is larger and, from an administrative aspect, more independent than the archive.

Public Archives

Under this rubric are grouped, by process of elimination, archives that do not belong to the other three categories and that serve the general public. Out of 14 questionaires sent out, nine were returned (two of them negative). This group can be divided into two main categories, as per the size of the archive and of the library within it.

The first group includes three large archives, one state and two of public institutions: the Archive of the IDF and the Security System, the Central Zionist Archives, and the Central Archives for the History of the Jewish People. Common to all three is that the library is an integral part of the archive and grew according to the model of an auxiliary library. In these instances, these grew into sizeable libraries in comparison to the standard for a library attached to an archive. In addition to this, there may be a certain correlation between respective size of archive and library. The IDF Archive takes up about 70 km shelf space

(records center and historical archives), and has a library of about 17,000 book titles and 401 periodicals. The Central Zionist Archives cover about 7 km of archival material, to which may be added 2 km of library material: 120,000 book titles and about 12,000 periodicals, including a newspaper collection. The Central Archives for the History of the Jewish People has 5.2 km shelf space and a collection of 10,416 book titles and 610 periodicals. In all three cases, the libraries also include the publications of the archive's sources. The biggest library, both in absolute numbers and in relation to the amount of archival material, is the Central Zionist Archives. This can be explained by the amount of material that the Zionist movement published and the large number of studies written about it. The library of the IDF Archive has the smallest size in relation to the size of the archive, which is understandable, since the body is in existence now only 52 years, is high specific, and includes an extremely large amount of archival material. As for the Central Archives for the History of the Jewish People, it may well be that there is no way to encompass all the publications relative to the different areas, or that these bodies did not publish much. Concerning obligatory copies of studies based on archival material, only in the Central Archive for the History of the Jewish People is there follow-up and regular submission of such works. The three institutions have developed and are developing special computer programs that integrate the work of archive and library. Needless to say, in auxiliary libraries on the scale mentioned above, a special librarian is employed.

Another kind of institution is Beit Hatfutsot, the Museum of the Jewish Diaspora, which maintains an archive of visual materials. The library of Beit Hatfutsot includes 6000 titles in all, 1000 of them in the archive. The intention of all these that deal with subjects relevant to pictorial documentation of Jewish life in the Diaspora. That means that from an administrative point of view, there is a separation between archive and library; the library, physically separate but united in administration and staff, services the archive and other units at Beit Hatfutsot.

Two additional archives in this category are archives of institutions that deal with sport: the Zvi Nishri Archive for Sport and Physical Education at the Wingate Institute, and the Yosef Yekutieli - Maccabi Archive. In both cases, the library is part of the archive (under 350 meters shelf space), but in the case of the Wingate Institute, the library also covers needs common to Institute staff. In both cases, there are collections of about 1400 book titles, Wingate also having 396 periodical titles which partly answer the above demand. The specificity of the subject is reflected by the respective size of both archive and library, and neither has a professional librarian.

The Weitzmann Archives, the personal archive of Israel's first president, includes a library whose core, in this particular case (and differing from those of Einstein and Ben Gurion) was not the man's own library, but rather a library acquired in the sixties for the project of editing Weitzmann's writings. Today, books are acquired that are tied to the area of specialization of the archive.

If we except the Weitzmann Archives and the library of Beit Hatfutsot on account of their special nature, we have here libraries that meet all parameters of auxiliary libraries of archives. Also, in the libraries of archives defined as public archives, the size of the library is a function of the size of the archive, and likewise the professional level of their management.

Archives of Local Authorities

The majority of questionaires were sent to local authorities, and from them we received relatively fewer replies: seven out of 34. We got the impression that

some of the local authorities have no auxiliary libraries at all for their archives, not is it possible to classify libraries in relation to archives as per the criteria determined above, and for this reason they refrained from replying.

Of seven replies, three reported that the archive had no library, but two archives indicated that there was an entirely separate library that could serve as such for users of the archive. In the instance of the Sha'ar Hanegev Regional Council, the regional academic library of Sapir College; in the case of the Ra'anana Municipal Archive, the municipal library. These two cases exemplify a situation described above. Visitors to the archive and its own staff have to seek library material in an entirely different setting.

The last four replies represent, two each, two types: the library of the archives of a large city (Jerusalem and Haifa) and of a regional council (the Jezre'el Valley Regional Council and the Golan Archive).

With the large cities, there are some 3000 book and local periodical titles in each, as against 3 km of archival material in Jerusalem and 1.2 km in Haifa. The library is an integral part of the archive; it receives, if not regularly, works based on their archival holdings. In the case of Jerusalem, the policy is quite clearly to collect every book on Jerusalem or in which Jerusalem is mentioned; a librarian tends the collection.

The situation is similar in the regional council. These are auxiliary libraries that deal with the material or that serve as background for the archival material. In both cases there are about 250 titles. Regarding the archive itself, there is a difference between that of the Jezre'el Valley Council, with 230 shelf meters, and the Golan Archive, which includes the archives of the regional council, the Katzrin local council, and material on 32 Golan settlements (each one separately), altogether 2 km of material. In this context there is no possibility of checking the breakdown of the collections, if there are many scholarly works in one area as compared to another, or the acquisition policy of each one of the institutions.

Despite the small number of replies, one can conclude that development of auxiliary libraries in the sector of local authorities is lacking. It may be that, due to the very situation of the local historical archive and its separation or non-separation from the records center. To the degree that the historical archive is autonomous, and gives services to researchers, the auxiliary library grows. Factors of space and budget that were indicated in two cases (Ra'anana and the Golan) constitute a decisive factor in establishment or development of an auxiliary library.

Conclusions

If we summarize the findings, although only 40% of the questionaires were returned (30/75), since about half of those sent (34%) went to local authorities, and we have already spoken of them, in the main archives in Israel are connected to some sort of library system. The different kinds of library associated with archives cross the typology that we ascribed to the various archives. Archives of unconventional material (audiovisual, pictorial) depend on the services of an external library; personal archives that are independent maintain libraries that are related directly (Weitzmann and Einstein) or indirectly (Ben Gurion) to the personal archive from which they derive their claim to existence. Only in JNUL and in keeping with expectations in such an institution, was an archive department developed within the library. In cases like the Lavon Institute, Ef'al, Givat Haviva, libraries grew in parallel to serve the archive, but are not an

organic part of it. This kind is typical of large institutions.

The classic type of auxiliary library to an archive exists in the four categories with which we have dealt: academic libraries (Tel Aviv, Bar Ilan), small archives of movements not related to big campuses (Hulda, Massu'a, Hakibbutz Hadati); large municipalities (Haifa, Jerusalem); about smaller settlements we remain in the realm of supposition; likewise, the actual situation of an auxiliary library in large archives (Central Zionist Archives, IDF Archives, Central Archives for the History of the Jewish People) and also in small archives (Wingate and Maccabi). This seems to be the natural and accepted way to satisfy the need for a library in an archive. When a library exists in the same institution and is able to fulfil the role of archive library, there is no need for unnecessary duplication.

Analysis of the other data collected and its completion as required will complete this first attempt to examine the place of libraries in the archive network in Israel, and perhaps the world.

SUMMARY

Analysis and conclusions of a survey based on data of archives and the libraries linked to them. Archives in four sectors were studied: academic institutions, ideological movements, public archives, and local authorities. In each one of the sectors, data were checked that related to the archive and its relation to the data of the library within the archive or the library that paralleled it, if any. In some cases, this was an auxiliary library that grew within the archive itself. In other cases, a library independent of the archive, that served it as an auxiliary library. The archives of the local authorities, if autonomous, also fit the model of amount of archival material in comparison to size and organization of the library collection. When considering personal archives, the library grew out of the activity of the originator of the archive. Special archives (audio-visual) do not have libraries. In large archives, such as the Central Zionist Archives and the Lavon Institute, there is a correlation between the amount of archival material and the size of the library. Another factor that influences development of the library collection is location in educational or research institutions (Efal and Givat Haviva). A case common worldwide but rare in Israel is the Department of Manuscripts and Archives at the National Library in Jerusalem, where the archives are part of the library's holdings. The model of auxiliary libraries crosses the four types mentioned above, the parallel library is typical of educational and research institutions.

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eBraille - Making braille easy around the world

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Abstract

This paper will highlight a new proposal for a web based braille creation. It will be accessed from all over the world. It will revolutionize the ability for librarians to deliver alternative format media on request! Moreover, it will do it in multiple languages.And best of all it is actually under development with collaboration among Duxbury Systems Inc., the Canadian National Institute of the Blind, and the American Printing House for the Blind.

Paper

This is a presentation of an idea that is so powerful that it will change the world. At least, it will change the world for those individuals that wish to have information in braille. And it will change the world for those that wish to create information in braille.

What If . . .

What if you get a request for information. No problem, you deal with patron requests all the time. You are a reference librarian. You are a professional. You utilize your resources and obtain the requested information. You probably utilize computers, databases, and electronic links to other library databases.

What if that request is from someone that is blind and needs the information in braille? Is it easy for you to fill that need? Is it even possible for you to get this information into braille? Do you have the expertise? Do you even have the knowledge to know what expertise is required?

What if you could just go to a website where you quickly and easily translate that information into braille. Then you delivered the electronic braille to those with a refreshable braille display, or their own braille embosser. If you have access to a braille embosser then you can deliver ready to read hard copy braille.

What if people with access to the Internet go to a website and have their documents translated to braille. In addition, they do this simply and without knowledge of braille.

What if this web site could handle the braille for many jurisdictions; British English, American English, French, Spanish, Brazilian, Portuguese, Hebrew, Arabic braille and many other languages?

What if a reference library had on-line collections of braille materials? Moreover, you could emboss or access selected documents on-demand.

Finally, what if eBraille was such a web site. A web-based gateway where documents could be received, translated to braille, perhaps even embossed and shipped; all with minimal human intervention. Thereby making it possible to respond to request for information in braille quickly and easily without having to locate an expert.

We Have the Technology Today

This is not just a dream. It is going to happen. A collaborative project involving Duxbury Systems Inc. (DSI), the Canadian National Institute for the Blind (CNIB), and the American Printing House for the Blind (APH) has resulted in a proposed project to accomplish this.

All the components exist to make this a reality today. Although these components will have to be enhanced and in some cases new tools will be required. There is powerful braille translation and formatting software. There are web-based systems for handling the communication, and even the possibility of web based embossers.

DSI is the world leader in braille translation and production software with 25 years of braille software experience. It started business before DOS, Windows, or Macintosh and is as old as Microsoft itself. DSI handles braille translation for over 30 languages and variants.

The CNIB, founded in 1918, is Canada's largest braille producer. It is also Canada's largest provider of rehabilitation services for visually impaired individuals and was DSI's first commercial customer over 20 years ago.

APH, founded in Louisville Kentucky, USA in 1858, is the oldest and largest institution of its kind in the United States of America. It is also the world's largest company devoted solely to creating products and services for people who are visually impaired.

The Genesis of eBraille

eBraille is a concept that will change the world. eBraille had its beginnings in the realization that the present means to make braille available to library patrons, students, braille readers, employees, customers, and those wishing to communicate in braille generally require substantial investments in software, training, staffing, and braille embossers.

For entities absolutely required to make materials available in braille, most notably the U.S. public education system, products such as computers, the Duxbury Braille Translator, and braille embossers have been critical. However, for the library and private sectors, braille is not easily delivered. Is this due to the large commitment of time, money, and training that is required? Where does one turn to get the expertise to put this all together? In other words, it is not easy.

There are many libraries, schools, and agencies around the world that have an unused braille embosser. eBraille can help put these machines to work doing what they were intended to do, making braille!

So, how will this work?

Let us say you have a request for information in braille? The first step is to locate the information. This is something that you are already comfortable doing. Once you find the information then you wonder, "is it available in braille already." If so, you can request it and have it fairly quickly.

Is it available in an electronic format? Increasingly the answer is yes. If so, you can request the file and have it in minutes. Then you log onto an eBraille web site, select a language, send the file, and get back an electronic braille document. If they have an embosser, you just email the braille document to them. If you know of available web embossers you just send the braille document to that embosser, or you send it to your local braille embosser.

When can I use it?

Right now, we are designing and implementing the project. Once that is accomplished, we will deploy eBraille with an English user-interface. Hopefully, we will also have the user interface available in other languages as well. Exactly which other languages will be enabled for translation is still undetermined, but there should be several from the beginning. We need additional sources of funding in order to make eBraille available to any one anywhere. We anticipate having a beta site that is functional in December of 2000. Then once this initial site is running smoothly there will be time for future development.

One obvious area for development is localization. So, the web page will be available in many local languages. So for instance, there would be a French web page with all of the information and dialog boxes in French, and this could be true for virtually any language. It is only a question of finding available time and money.

This is nice but why should I care?

While eBraille is very helpful for many libraries and places around the world, it will be a major contribution to areas of the globe where there is no current

method for braille translation. All of a sudden, countries anywhere around the world will be able to have a method for preparing braille.

By using open source technologies, it is possible for braille authorities to create braille translation for languages and codes that do not currently exist. In addition, they will be able to plug that work into the eBraille mechanism. Others can utilize this new translation table. At least that is part of the dream. Therefore, whether people are in a mountainous isolated area in Afghanistan, an Igloo in Alaska, or a downtown apartment in New Delhi, if they can get a connection with the Internet they can create, transmit, and receive braille!

eBraille is a concept that will revolutionize the availability of braille around the world. It will make it easy for librarians to get information in braille to patrons.

What are the problems?

There are several areas of limitation.

The first limitation is the types of files and information that are reliably treated. The initial file types will most likely be limited to Microsoft Word, Corel's WordPerfect, text only with line breaks, possibly even well structured HTML. You will even be able to copy and paste information from a web site into eBraille.

The second area of limitation is braille formatting. eBraille will not produce perfect braille. It is going to produce very useable braille quickly; getting braille to people that would not otherwise have access to it. The braille words and contractions (if a contracted braille translation is requested) will all be correct in most instances. The formatting may not be letter perfect. [This is analogous to print paragraph conventions. There are those that state all print paragraphs should start with an indention of three spaces. Others state that there should simply be a blank line between paragraphs.] Is this difference critical to a reader? NO. The words and general formatting transmit the information adequately. The same will be true of the braille.

eBraille will not replace professional braille transcribers. It is not intended for things such as legal documents, and academic testing. Documents where everything must be perfect will need a professional braille transcriber or production company!

In conclusion, eBraille will make it possible for Librarians and others with access to the Internet to easily prepare braille, even if they are not experts and do not have access to experts in braille.

Index of some relevant terms

Braille is a tactile system of reading and writing for blind individuals. The basic "braille character" is composed of six possible dots. Two columns of three rows.

Braille translation software turns text into braille. Such software must take into account such things as contractions, capitalization, and how the braille page formatting.

Braille Embosser: This is a type of printer that makes braille. Braille embossing by a series of little hammers that push out the dots ("emboss") of the braille on to the page.

Interpoint Braille: This is a braille embossing method where the braille is on both sides of the paper. Braille takes up a lot of space. In general, a single page of print will result in about three pages of 11 by 11 ½ inch braille paper.

Contracted Braille is also known as Grade 2 braille. This is a similar concept to print shorthand. Each braille character can be a single print character or a number of characters or even a word. Each language has its own rules for contracting.

Uncontracted braille is also known as grade 1 braille. In this form of braille, each braille character represents a single print character.

Refreshable braille devices have a number of pins that represent the possible dots of a braille cell. They come up and down allowing the braille reader to feel the dots.

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Simultaneous Interpretation:

Handle System Overview

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Abstract

The Handle System is a distributed computer system which stores names, or handles, of digital items and which can quickly resolve those names into the information necessary to locate and access the items. It was designed by CNRI as a general purpose global system for the reliable management of information on networks such as the Internet over long periods of time and is currently in use in a number of production and prototype projects. This talk will provide a brief history and technical overview and identify issues in its use in the digital library and electronic publishing arenas.

Paper

Introduction

The Handle System® is a general purpose distributed information system designed to provide an efficient, extensible, and secured global name service for use on networks such as the Internet. The Handle System includes an open set of protocols, a namespace, and a reference implementation of the protocols. The protocols enable a distributed computer system to store names, or handles, of digital resources and resolve those handles into the information necessary to locate, access, and otherwise make use of the resources. These associated values can be changed as needed to reflect the current state of the identified resource without changing the handle, thus allowing the name of the item to persist over

changes of location and other current state information. Each handle may have its own administrator(s) and administration can be done in a distributed environment. The name-to-value bindings may also be secured, allowing handles to be used in trust management applications.

This paper covers the evolution of the Handle System, including its origins and current use, provides a technical overview of the system, and concludes with a discussion of some of the more interesting and important issues which are currently being addressed in its use in digital library and electronic publishing applications.

Evolution

The Handle System was originally conceived and developed at CNRI as part of the Computer Science Technical Reports (CSTR) project, funded by the Defense Advanced Projects Agency (DARPA) under Grant No. MDA-972-92-J-1029. One aspect of this early digital library project, which was also a major factor in the evolution of the Networked Computer Science Technical Reference Library (NCSTRL - see http://cs-tr.cs.cornell.edu/) and related activities, was to develop a framework for the underlying infrastructure of digital libraries. It is described in a paper by Robert Kahn and Robert Wilensky[1]. Subsequent work on the Handle System has been supported in part by the Defense Advanced Research Projects Agency under Grant No. MDA972-92-J-1029.

Early adopters of the Handle System have included the Library of Congress, the Defense Technical Information Center (DTIC), the International DOI Foundation (IDF), and, most recently, the CrossRef service offered by the newly formed Publishers International Linking Association, Inc. (PILA). Feedback from these organizations as well as NCSTRL, other digital library projects, and related IETF efforts have all contributed to the evolution and deployment of the Handle System. Current status and available software, both client and server, can be found at http://www.handle.net/. This web site, as well as the DOI site (http://www.doi.org) also provide many examples of the use of handles.

The Handle System has evolved within the digital library and electronic publishing communities, particularly as part of the continuing move of scholarly and technical publication from paper-centric to digital-centric systems, but it was conceived and built as the naming component of an overarching digital object architecture, as described in Kahn/Wilensky[1] and subsequent papers[2, 3, 4]. It has potential application not only beyond the early adopters such as the IDF, DTIC, and LC, but also well beyond the digital library area. As a general purpose indirection system that resolves identifiers into state information, the Handle System can be used to advantage in any dynamic network environment as part of the overall process of managing digital objects. Interest has been expressed by organizations in application areas as diverse as telephony (linking individuals with multiple phone numbers, 'telephone number for life', etc.), and crisis management (resource tracking). Any given application area would have to build its own tools and approaches, but the Handle System, especially as part of the larger digital object architecture referenced above, can serve as an information management substrate for a wide variety of application areas.

Technical Overview

Need for a General Purpose Naming System. The need for a general purpose naming system has increased with Internet growth. While there are existing services and protocols that cover some of the functionality proposed in the

Handle System, and while we make no claim that the Handle System is the only such service that is now or ever will be needed, we do believe that the Handle System provides needed functionality that is not otherwise available.

There are several services that are in use today to provide name service for Internet resources, of which the Domain Name System (DNS)[5, 6] is the most widely used. DNS is designed "to provide a mechanism for naming resources in such a way that the names are mappable into IP addresses and are usable in different hosts, networks, protocol families, internets, and administrative organizations"[6]. The growth of the Internet has increased demands for various extensions to DNS, and even its use as a general purpose resource naming system, but its importance in basic network routing has led to great caution in implementing such extensions and a general conclusion that DNS is not the place to look for general purpose resource naming. An additional factor which argues against using DNS as a general purpose naming system is the DNS administrative model. DNS names are typically managed by the network administrator(s) at the DNS zone level, with no provision for a per name administrative structure, and no facilities for anyone other than network administrators to create or manage names. This is appropriate for domain name administration but less so for general purpose resource name administration. The Handle System has been designed from the start to serve as a naming system for very large numbers of entities and to allow administration at the name level.

URLs (Uniform Resource Locators)[7] allow certain Internet resources to be named as a combination of a DNS name and local name. The local name may be a local file path, or a reference to some local service, e.g. a cgi-bin script. This combination of DNS name and local name provides a flexible administrative model for naming and managing individual Internet resources. There are, however, several key limitations. Most URL schemes (e.g., http) are defined for resolution service only. Any URL administration has to be done either at the local host, or via some other network service such as NFS. Using a URL as a name typically ties the Internet resource to its current network location, and to its local file path when the file path is part of the URL. When the resource moves from one location to another, for whatever reason, the URL breaks.

The Handle System is designed to overcome these limitations and to add significant increased functionality. Specifically, the Handle System is designed with the following objectives:

Uniqueness. Every handle is globally unique, within the Handle System.

Persistence. A handle is not derived in any way from the entity which it names, but is assigned to it independently. While an existing name, or even a mnemonic, may be included in a handle for convenience, the only operational connection between a handle and the entity it names is maintained within the Handle System. This of course does not guarantee persistence, which is a function of administrative care, but it does allow the same name to persist over changes of location, ownership, and other state conditions. For example, when a named resource moves from one location to another, the handle may be kept valid by updating its value to reflect the new location.

Multiple Instances. A single handle can refer to multiple instances of a resource, at different and possibly changing locations in a network. Applications can take advantage of this to increase performance and reliability. For example, a network service may define multiple entry points

for its service with a single handle name and so distribute the service load.

Extensible Namespace. Existing local namespaces may join the handle namespace by acquiring a unique handle naming authority. This allows local namespaces to be introduced into a global context while avoiding conflict with existing namespaces. Use of naming authorities also allows delegation of service, both resolution and administration, to a local handle service.

International Support. The handle namespace is based on Unicode 2.0[8], which includes most of the characters currently used around the world, facilitating the use of the system in any native environment. The handle protocol mandates UTF-8[9]as the encoding used for handles.

Distributed Service Model. The Handle System defines a hierarchical service model such that any local handle namespace may be serviced either by a corresponding local handle service or by the global service or by both. The global service, known as the Global Handle Registry™, can be used to dispatch any handle service request to the responsible local handle service. The distributed service model allows replication of any given service into multiple service sites and each service site may further distribute its service into a cluster of individual servers. (Note that local here refers only to namespace and administrative concerns. A local handle service could in fact have many service sites distributed across the Internet.)

Secured Name Service. The handle protocol allows handle servers to authenticate their clients and to provide data integrity service upon client request. Public key and/or secret key cryptography may be used. This may be used to prevent eavesdroppers from forging client requests or tampering with server responses.

Distributed Administration Service. Each handle may define its own administrator(s) or administrative group(s). This, combined with the Handle System authentication protocol, allows handles to be managed securely over the public network by authorized administrators at any network location.

Efficient Resolution Service. The handle protocol is designed to allow highly efficient name resolution performance. To avoid resolution being affected by computationally costly administration service, separate service interfaces (i.e., server processes and their associated communication ports) for handle name resolution and administration may be defined by any handle service.

Handle Name Space

Every handle consists of two parts: its naming authority, otherwise known as its prefix, and a unique local name under the naming authority, otherwise known as its suffix. The naming authority and local name are separated by the ASCII character "/" (octet 0x2F). A handle may thus be defined as < Handle> ::= < Handle Naming Authority> "/" < Handle Local Name> For example, " 10. 10.1045/march2000-owen " is a handle for an article published in the D-LIB magazine [10]. It is defined under the Handle Naming Authority "10.1045", and its Handle Local Name is " march2000-owen ".

Handle System Architecture

The Handle System has a two-level hierarchical service model. The top level consists of a single global service, known as the Global Handle Registry. The lower level consists of all other handle services, which are generically known as local handle services. The global service is a handle service like any other and can be used to manage any handle namespace. It is unique among handle services only in that it provides the service used to manage the namespace of handle naming authorities, all of which are managed as handles. The state information of these naming authority handles is the service information that clients can use to access and utilize associated local services. The local handle service layer consists of all local handle services managing all handles under the relevant naming authorities, providing both resolution and administration services for these local names. Local services are intended to be hosted by organizations with administrative responsibility for the handles within the service or acting on behalf of the responsible organizations. The most convenient way to define local namespaces, and the most likely way to optimize overall Handle System performance, is by naming authority and it is anticipated that in most cases all handles under a given naming authority will be maintained by one service. This is not required, however, and it is possible for handles under a single naming authority to be split among multiple handle services. Handle services may be responsible for more than one naming authority. Another way of stating all of this is that the relation of handle naming authorities and handle services is allowed to be many-to-many in both directions, but that the relationship of naming authority to handle service is most likely to be one-to-one and that the relationship of handle service to naming authority is likely to be one-to-many.

A second important component of Handle System architecture is distribution. The Handle System as a whole consists of a number of individual handle services, each of which consists of one or more handle service sites, where each site replicates the complete individual handle service, at least for the purposes of handle resolution. Each handle service site in turn consists of one or more handle servers. There are no design limits on the total number of handle services which constitute the Handle System, there are no design limits on the number of sites which make up each service, and there are no limits on the number of servers which make up each site. Replication by site, within a service, does not require that each site contain the same number of servers, that is, while each site will have the same replicated set of handles, each site may allocate that set of handles across a different number of handle servers. This distributed approach is intended to aid scalability and to mitigate problems of single point failure.

Current Issues

A number of interesting and important issues have come to the fore over the last few years as a result of early use of the Handle System in library and publishing environments. Two particularly compelling issues are multiple resolution and the appropriate copy problem.

> **Multiple resolution.** The Handle System has been designed to resolve handles into one or more pieces of current state data, each of which is fundamentally a type-value pair, e.g., a URL for content or an email address for contact information. The ability to resolve a single identifier into multiple typed values has several clear potential benefits. One is to identify multiple network locations for a single named entity, which has great potential for increasing network performance and robustness. A second potential benefit is go beyond the obvious single level of indirection for content and to use the identifier to link to other types of relevant current

data, such as descriptive metadata, rights information, and so forth. The basic facility exists in the Handle System now, but there is not yet much use of this facility in client applications. As of the writing of this article (March 2000), however, a number of experiments and prototypes employing multiple resolution are under way or being discussed.

Appropriate copy. A second pressing issue has become known as the 'appropriate copy' problem. While there are many benefits to having a reliable global resolution system for globally unique identifiers, one problem is that all resolution questions yield the same answer and the same answer may not be appropriate in all cases. Consider the situation of an institution or enterprise holding a local copy of an electronic publication or other kind of digital object which is identified by a DOI or other kind of handle or global identifier. Unless the global resolution system contains all information on all local copies, arguably a poor idea and in any event one that seems unlikely, resolving the identifier in the global system will not yield a pointer to the local copy. This is clearly an issue of concern to both libraries and publishers and one that has generated a great deal of discussion over recent years. Whether this problem is most effectively solved with some local library system, some special purpose boundary layer mechanism, such as a proxy/cache, or in some other fashion remains to be seen. CNRI has been in discussion with the Digital Library Federation (DLF), individual publishers, the IDF, and CrossRef on this issue and it seems clear that one or more prototypes will be attempted in the coming months and years.

Conclusion

Deployment of the Handle System to date has served to confirm the basic design concepts, as described in this article, and significant progress has been made in understanding the complexities and issues involved in designing effective digital object naming and resolution systems. It is a large problem space, however, and a great deal of work remains in this area as well as many others as we attempt to navigate from the current world to one in which the primary sources of information are digital objects on networks.

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The MACS Project : Multilingual Access to Subjects (LCSH, RAMEAU, SWD)

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The purpose of this presentation is to show the results achieved in the MACS Project (Multilingual Access to Subjects) since last year, when the project was presented at IFLA Bangkok. That presentation, given by Genevieve Clavel-Merrin [a]during the cataloguing workshop session on August 26th of last year , gave an overview of the work done between 1997 and 1999. Based on the Final report of the CoBRA+ working group on multilingual subject access, the presentation stressed the value of co-operation in the quest for multilingual subject access.

<p>

A year later, I am happy to say that co-operation is still the guiding principle of the project now called MACS. Before reporting on the progress of the Project, I would like to briefly give an overview of what MACS is all about. In 1997, the Conference of European National Librarians (CENL) asked CoBRA+ (programme funded by the European Commission) to try to find a solution to the problem of multilingual subject access to bibliographic databases. A working group under the CoBRA+ Task Group A was organised to discuss that issue with regard to national libraries. Four national libraries accepted the challenge – the Swiss National Library, Bibliothèque nationale de France, Die Deutsche Bibliothek and the British Library. These libraries are either partly or fully responsible for the creation and maintenance of three major subject heading languages (SHL), the German language SWD, the French language RAMEAU and the English language LCSH. The group produced a concept that would permit users to search library catalogues in the language of their choice and a pilot study was conducted up to the beginning of 1999. Since 1999, MACS is a CENL Project, financed by the four national libraries.[b]

<p>

Multilingualism is now an important issue is the field of bibliographic access. The ever increasing growth of Internet access has given widespread access to the catalogues of libraries. Because of the global economy and the trend towards international co-operation, researchers are gradually more dependent on international information resources. The publishing world has diversified and expanded to the point that documents published in a particular language can be found in numerous national

libraries. Libraries have responded favorably to these trends and challenges and are more than ever committed to improving access to their collections both nationally and internationally.

<p>

What is at stake is the possibility for users to conduct a subject search in catalogues in their preferred language. Most libraries will index documents using a subject heading language and users have to gain a practical knowledge of that language in order to succesfully conduct a search. In all of the national libraries involved in the project, each document, independently of the language in which it has been written, is indexed using a particular subject heading language. Using my own library as an example, a researcher from abroad must not only master the German language but also the intricacies of the SWD / RSWK subject heading language in order to access material by subject.

<p>

In the pilot study phase of the project, the group investigated the possibility of offering multilingual subject access using the three SHLs in use in their own institution (RAMEAU, SWD and LCSH) by establishing links between the headings in each language. In adopting this approach, which is based partly on the ISO5964 multilingual thesauri guidelines, the group took in account the following points :

Libraries have already invested considerable time and effort in the creation and maintenance of the SHLs

Current SHLs offer subject access to millions of documents

Translation would be costly and would require that some SHLs be abandonned

On the basis of this study, the directors of the four national libraries involved in the project signed a convention to fund the creation of a prototype : MACS (Multilingual Access to Subjects), via the CENL. In the Fall of 1999, a targeted call for tender was sent out. After reviewing the proposals received, the partner libraries selected a consortium composed of Index Data Aps (Denmark) and Tilburg University (Netherlands). Work started in early 2000 and a first version was released just prior to this conference and a fuller version is planned for the end of September. '

<p>

The MACS prototype exists independently of the partners' own library systems. The basic requirement is that it should be a WWW application (to be used by users searching the different catalogues and by the partners to add and maintain the links between the different SHLs). It should also have an interface in each of the 3 languages. It should be expandable to offer the possibility of adding other languages and it should use standard formats (the data presently in the prototype uses USMARC, MAB/PICA and UNIMARC formats).

<p>

When drafting the specifications for the prototype, we were particularly interested in having mechanisms for the establishment and maintenance of links between SHLs, including updating of the system. It should also be clear to users how they can search and how they can have access to subject headings that are in the database. The access to each partner's library through Z39.50 should be transparent to the users and the results set clearly presented to the users. The prototype should show how it can be scaled up to improve access and navigational functions.

<p>

More specifically, the protoype should have the ability to import links already identified during the pilot study. This is an important issue since all of the initial work was done using Word97 and it was important that the integrity of the work be maintained when transfered to the prototype. The link management should have a file management and a maintenance structure that allows data to be easily added and amended. Access to the terms should be provided through terms (SHLs) and authority ids with browse and boolean search capabilities. And finally, the link management should address the problem of « one-to-one » and « one to many » links.

<p>

The prototype should provide for any user the possibility to choose a « source language » and one or more target catalogues. He should have the possibility to choose and select subject headings in one SHL and find equivalent(s) to the selected headings. The search results should be clearly displayed and bibliographic records easily retrieved.

To test if the prototype could measure up to these requirements, about 15'000 bibliographic records from each database and 1'000 headings (linked to the bibliographic records) and their equivalents were loaded in the prototype. The headings were in the fields of Sports and Theater, plus an additional set of links derived from the 500 RAMEAU headings most used often to index documents.
<p>
As we are completing the protoype phase (until the end of September), there are still some tasks that need to be done. Between now and the end of October, we will conduct extensive tests to see if our partners from Index Data and Tilberg University have fufilled their mandate. We will also do an analysis of scaling-up the prototype using live testing of Z39.50 in at least one of the catalogues. We will also define, on the basis of the link management, guidelines for an efficient management of links in a decentralised environment.
<p>
The final version of the prototype will be presented to the CENL at the end of September and the future will depend on the acceptance of the results by the directors and of course, the availability of funding to keep the project going and making the prototype a feature in the web access to national libraries' catalogues.
<p>
The following demonstration will give a few examples of the prototype as it was on August 10th 2000. At that time, not all of the features had been developed, nor were all of the bibliographic data and links fully loaded. Since then, the prototype has been substantially modified and improved.

<h3>The Link Management Interface </h3>

This interface should only be accessed by the partner libraries to add and to manage the links beween the different SHLs. This interface is protected and access is only possible through a logon and password. Different levels of access are planned so that , for example, a designated editor of a particular SHL could have specific access to the link database.
<p>
To find out if a particular term is already in the link database, the interface has a **Search for Term** screen from which we can do two types of search ; search by entering a search term (i.e. Actors) or an authority number . The user can also access the database by browsing the SHL through the « List Terms » function.
<p>
In addition to the « **List Terms** » button, additional functions are available (see left side of the screen,). We can navigage using different buttons, such as « **New search** » to go back to the Search screen, « **Add Link** » which is the blank worksheet to add a new link, and « **Discussion** » which is a discussion forum that would permit the different partner libraries to discuss particular problems in the establishing or modifying of a particultar link.

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The **Search Results** screen shows which links have been made to a particular subject heading in the focus SHL. In the case of « Actors », one link was established by linking « acteurs » (RAMEAU) and « Schauspieler » (SWD) to the LCSH heading. In the cases when one heading in a focus SHL is linked to more than one term in other SHLs, the **Search Results** will indicate the number of links established to a particular SHL. For example, « Jumping » (LCSH) has two links : one to « Saut en hauteur » (RAMEAU) and « Hochsprung » (SWD) and another to « Sauts (athlétisme) » (RAMEAU) and « Sprung » (SWD).

From **Search Results** screen, we can use the « **View Link** » to have information on when the link was made or modified and by whom.

The « **View Link** » function is primarily an editorial function. From this screen, a term (authority) or the link can be modified. It is possible, by clicking on the term (i.e. Actors) to view the details of the subject heading (i.e. Authority number, when it was changed, and by whom.)

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1. **The Search Interface :**

The search interface was designed to give the library users the possibility of using their preferred SHL and doing their search in the catalogues of one or many libraries. As this is will be a WEB interface, the library user of a particular national library can decide to do a multilingual search only in the catalogue of his national library and using a different SHL from the one used by that national library. To proceed with search, the library user enters the search term(s) in a particular SHL and selects the library catalogues in which the search will be done.

The library user can select the **Search** button which will automatically do a search in the catalogues selected and show the results (see below **Search results** screen)

The **Browse** button (which we will demonstrate) will show all the heading where a particular heading or term is used and the links to these headings.

In the example « Cycling », we see that that term is used in 11 LCSH subject headings for which we have established links. Please note that the term « cycling » is displayed regardless of its position in the subject heading.

From this screen, the library user can select the subject headings for the search. For our demonstration, we have selected the first five subject headings.The LCSH heading « Cycling » was selected twice because it is linked to two different SWD headings.

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macs
multilingual access to subjects

	English (LCSH)	Deutsch (SWD)	Français (RAMEAU)
☑	All terrain cycling	Geländeradsport	Vélo tout terrain
☑	All terrain cycling	Mountainbiking	Vélo tout terrain
☑	All terrain cycling -- Training	Geländeradsport + Training	Vélo tout terrain + Entraînement
☑	Cycling	Radfahren	Cyclisme
☑	Cycling	Radsport	Cyclisme
☐	Cycling accidents	Radsport + Sportverletzung	Cyclistes -- Lésions et blessures
☐	Cycling for women	Radsport + Frauensport	Cyclisme féminin
☐	Cycling -- Law and legislation	Radsport + Sportrecht	Cyclisme + Droit
☐	Cycling -- Records	Radsport + Rekord	Cyclisme + Records
☐	Cycling -- Safety measures	Radsport + Unfallverhütung	Cyclisme + Mesures de sécurité
☐	Cycling -- Training	Radsport + Training	Cyclisme + Entraînement

The **checked subjects will be included** in your search

Proceed with searching

The **Search results** screen will indicate how many hits are in each of the libraries and will list the titles in a brief format. (In the following screen, the list was abbreviated in order to show a maximum of 3 titles)

macs
multilingual access to subjects

Your search results in the libraries

British Library: 13 hits

1. The complete book of mountain biking, Boyd Richards and Steve Worland.
2. The mountain bike book, David Leslie, photographs by Tim Mantoani.
3. Mountain bike racing, Tim Gould and Simon Burney.

Bibliothèque nationale de France: 31 hits

1. Il était une fois le cyclisme à Limoges [ressource électronique], un siècle d'histoire, Guy Cupial, Pierre-Jean Oberlé.
2. Guide du cyclotime, manuel pratique et scientifique de santé, docteur Gérard Porte.
3. Le livre d'or du cyclisme, 1996, Jean-Luc Gatellier, préf. de Laurent Jalabert.

Swiss National Library: One hit

1. Schweizerland [Kantonsnamen] : Rap : [verschiedene] / Yves Jenkins.

Die Deutsche Bibliothek: 62 hits

1. Bike Events : die Höhepunkte der Saison / [Red.: ...]
2. Trainingsplanen
3. Frauen - 4° Sportforum zur psychologischen Betreuung, medizinischen Problemen, Therapie und Prävention : Freiburg, 1. Frau Klinik

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The library user can access the full bibliographic record by clicking on the title. The interface will retrieve the bibliographic record in the selected library and will display the record in the bibliographic format (i.e.USMARC, UNIMARC, MAB) used by that library. (The final version will display records in a more enduser friendly format).

We will select the record from the Swiss National Library and that record will be displayed in the USMARC format. The SWD heading equivalent to « Cycling » and « All terrain cycling » used by the Swiss National Library to index the document is « Mountainbiking » (which is a true German term). That heading is entered in the field 650 which is in USMARC a SHL field.

x macs
multilingual access to subjects

The full record...

```
008      980420s1998 sz abg a 0 ger d
020      a 3259003711 c Fr. 14.-
034  1   a a b 40000 d E0082525 e E0084746 f N0470515 g N0465253
035      a 1167-00860
039      b 38 b 41
040      a SLB c SLB
245  00  a Schwyzerland h [Kartenmaterial] b Rigi - Vierwaldstättersee - Wanderkarte
250      a [Überarb. Aufl.]
255      a 1:40 000 c (E 825'25"--E 847'46"/N 4705'15"--N 4652'53")
260      a Bern b Kümmerly + Frey, c 1998
300      a 1 Karte : b mehrfarbig ; c 57 x 71 cm, gef. 15 x 11 cm
500      a Karte hergestellt durch Kümmerly + Frey
500      a Benutzung der Landeskarte der Schweiz (Bew. L+T 2.2.1998)
500      a Mit Bike-Routen
500      a Rückseite mit Wandervorschlägen
595      d 675 000 e 703 000 f 215 500 g 193 000
650  7   a Mountainbiking z Schwyz v Karte 2 SWD
650  7   a Wandern z Schwyz v Karte 2 SWD
650  7   a Mountainbiking z Vierwaldstätter See v Karte 2 SWD
650  7   a Wandern z Vierwaldstätter See v Karte 2 SWD
651  7   a Schwyz x Mountainbiking v Karte 2 SWD
651  7   a Schwyz x Wandern v Karte 2 SWD
651  7   a Vierwaldstätter See x Mountainbiking v Karte 2 SWD
651  7   a Vierwaldstätter See x Wandern v Karte 2 SWD
710  2   a Kümmerly und Frey (Bern)
999      a zt b 1998/12 c 16
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This concludes the presentation. It is hoped that this first glimpse of the prototype which is still under development gives a positive view of the potential of the MACS project. As mentioned, the first version of the prototype should be finished by the end of September. That version will be evaluated and if everything is done according to our schedule, the prototype could be accessible by the end of the year.

Endnotes :

[*] The need for co-operation in creating and maintaining multilingual subject authority files.
[*] For reports of the working group see http://www.bl.uk/gabriel/
[†] Further details and results from the prototype will be available at : http://www.infolab.kub.nl/prj/macs

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Intranets: a UK government libraries perspective

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[Views expressed in this paper are personal views of the author and do not represent official views of the Foreign & Commonwealth Office or the Committee of Departmental Librarians.]

Abstract

There are 3 main strands of Intranet development of relevance to UK government Library and Information Services: Intranets in individual government departments and agencies; the Librarians' Community of Interest on the Government Secure Intranet (GSI) ; and the proposed development of the GSI virtual library. These Intranet related developments provide an opportunity to build on existing arrangements for co-operation, sharing of best practice, and the development of more efficient and effective library and information services across UK government. The government Library and Information community is playing an important role in exploiting Intranet technology to support a programme of modernisation and joined-up government.

Paper

Introduction

UK government departments and agencies are served by a well established network of Library and Information Services (LISs). Each department manages

its own LIS focusing on the subject area and information needs of the parent department, but there is extensive co-operation between LISs in areas such as job opportunities, career development, training and co-operative procurement. With the rapid expansion on the Internet in the mid-1990s, the Web became an important source of information for government LISs, but management of government Web sites has tended to fall mainly to press and publicity sections, which are responsible for presenting and explaining government policy to the public. In recent years government departments have begun applying Web browsing and related technology to internal networks to form departmental Intranets. In many cases the LIS has become the natural home for management and co-ordination of these Intranets, which have been developed as tools for internal communication and information management.

A second strand of Intranet development has been the Government Secure Intranet (GSI), a private network based on Internet protocols, linking government departments. The development of the GSI has been co-ordinated centrally by the Cabinet Office with a view to providing secure E-mail within government, establishing shared information resources, and supporting a more coherent and "joined up" approach to policy making and service delivery across government. As part of the GSI project, a community of interest site has been established for government librarians and information managers. This contains a range of information and services of relevance to the government libraries community, and aims to support co-operation and sharing of best practice between government LISs.

A third strand of Intranet development is a proposal to develop a virtual government library on the GSI. Individual LISs provide access, often on their departmental Intranet, to a wide range of information sources including online catalogues, document collections, commercial online databases and news services. If developed the GSI virtual library aims to bring together some of these key sources of information as a central resource accessible to the whole GSI community. It may also provide access to individual departmental Intranets and involve further development of the Librarians Community of Interest. Although the project is at an early stage it has the potential to significantly enhance the range, quality and efficiency of Library and Information provision across UK government.

This paper describes how these three strands of Intranet-related development are affecting LISs in UK government, and the role which Librarians and Information Managers are playing in taking forward the process of change.

Intranets in individual departments and agencies

Over the last 2 years the prevalence of Intranets in UK government departments and agencies has increased rapidly. A survey (1) of 16 of the main departments and agencies in 1997 showed that 35% had an Intranet in place. The survey was repeated in 1999 (2) with a slightly higher response rate of 22 departments and agencies, and showed that by 1999 89% of the organisations had an Intranet in place with all other organisations were planning one. The following table shows the content of the Intranets:

Type of information	Percentage of organisations
Job vacancies	89%
Circulars	89%
Formal material (annual reports etc.)	83%
Staff directory	83%
Forms	78%
Daily news updates	61%
Informal information	55%
Bulletin board	50%
Training materials	50%

Almost all of the Intranets had a keyword search facility and online help and feedback facilities were also common. Just under half had links to the Web and a quarter of the organisations used some form of push technology such as delivery of online press cuttings. A quarter of the Intranets supported discussion groups, only 4 organisations reported using the Intranet for knowledge management, and just one had an online chat facility.

The survey, which was carried out by questionnaire with selective follow up interviews, explored the main reasons for the department introducing an Intranet. The reason most commonly given was to improve communications within the organisation. This was followed by "improving efficiency and productivity", and in equal third place "reducing printing and distribution costs" and "to capture corporate knowledge". The organisations used a range of techniques and approaches to planning the Intranet. 55% initially established a pilot system which was assessed in the light of user feedback before moving to a full system. 44% used some form of cost analysis in planning what information to make available, and the same percentage conducted a user needs analysis using meetings and interviews or questionnaires. Benchmarking against other organisations Intranets and an internal information audit were carried out by 17% of respondents.

Once in place the main form or training was expert users demonstrating the system, and this took the form of formal training sessions in just over half of the organisations. 39% of the organisations adopted a centralised approach to managing the Intranet with only a central Intranet team able to add material. A further 33% allowed individuals or sections outside a central Intranet team to add material, subject to a set of central guidelines. The guidelines covered content and also in many cases the look and feel of the site. No organisations allowed individuals or sections to add material of their choice in an uncontrolled manner. 72% of respondents indicated that their Intranet had a standard look and feel, with the other 28% having a range of different designs and navigation tools in different areas of the Intranet. The survey showed that Library and Information professionals play a major role in managing Intranets. In 33% of cases the Intranet was managed within the LIS, and in 50% of the organisations the Intranet was managed by an information management or publications unit, which often include staff with a background in Library and Information work.

Respondents were asked to indicate to what extent they agreed or disagreed with a number of statements about their Intranet, and this proved to be one of the most interesting aspects of the survey. On the positive side the Intranet was generally considered to have improved communications, running costs were considered to be low in relation to the benefits, and there was universal

agreement that the Intranet had been a positive addition to the organisation. On the negative side there was concern that users sometimes had unrealistic expectations, and there was a lack of understanding about how to use the Intranet. A number of survey respondents reported that there had been resistance to changes in working practices from some staff. There was also concern that in some cases the information wasn't well structured and organised, and that information was sometimes difficult to find.

Some of these negative points relate to the introduction of an Intranet and difficulties of responding effectively to the changes involved. User expectations need to be carefully managed in any information systems project, and Intranets are particularly prone to users basing their expectations on their experience of sophisticated commercial Web sites which may have different aims from an Intranet. Lack of understanding of Intranets can over a period of time be addressed by training, effective support and internal marketing of the system. Resistance to change can be a problem with any new information system, but is perhaps particularly a problem with Intranets where making best use of the technology may entail re-engineering business processes involved in the production and dissemination of knowledge and information. Organisational structures and procedures which have evolved for creating and managing paper based information may not be appropriate once there is a need to make the information available on an Intranet. Successfully introducing an Intranet is more than just managing new technology, or even managing information: it involves change in organisational structures and culture, and this can be the most difficult aspect of the whole project to manage effectively.

Some of the difficulties identified concern organisation and retrieval of information. Hypertext links which are characteristic of the Web environment provide a flexibility to link related ideas and concepts in documents and groups of documents in a way which wasn't possible with previous generations of information retrieval systems. But this flexibility presents a problem in that there is a multitude of different ways of structuring information and linking documents. Principles of good Web site design are beginning to crystallise, and greater attention is being given to designing effective key word search facilities making use of underlying thesauri and meta-tags embedded in Web pages for indexing and retrieval purposes. There is also increasing recognition of the need to design and structure Web sites in a way which minimises the administrative effort needed to maintain them, and this is leading away from the use of static HTML with fixed links towards the use of database solutions with navigation generated by meta-tags.

The librarians' Community of Interest on the Government Secure Intranet

Until the mid-1990s UK government departments developed discrete information systems to meet their own business objectives, and there was no systematic approach across government to following common technical standards to support inter-operability. By the mid 1990s Internet standards for network protocols, E-Mail and Web browsing had established themselves as de facto global standards. At the same time there was a growing recognition of the need for a telecommunications infrastructure and a common set of technical standards to support electronic communication and access to shared information resources across government. Standardisation around Internet protocols was the obvious route to follow, but the Internet itself was seen as an insecure medium for transmission of government information. The solution was the establishment, beginning in 1998, of a secure, private network linking the main

government departments and agencies, and based on Internet protocols. This network, known as the Government Secure Intranet (GSI), was co-ordinated by the Central IT Unit (CITU) in the Cabinet Office. By February 2000 there were 46 departments or agencies connected to the GSI, supporting GSI browsing for 33,000 users and GSI E-Mail for 65,000 users.

One of the aims of the GSI was to establish a number of Communities of Interest supporting communication and collaboration between individuals and groups undertaking common activities in different departments and agencies. Library and Information specialists working in the UK government sector have over many years developed a extensive arrangements to support co-operation, sharing of best practice, and increased efficiency. These arrangements are managed by a cross departmental committee whose members are the heads of the main government Library and Information Services. The committee, known as the Committee of Departmental Librarians (CDL), has a number of working groups covering diverse areas such as training and education, career development, statistics of government libraries, co-operative procurement and IT. Activities and procedures managed by CDL include a system of job advertising to allow library and information professionals to transfer between government departments and agencies; bulk purchase discount agreements with key suppliers in the information industry; sharing of best practice in areas such as library management systems; exploitation by government LIS community of the Internet; and a series of guidelines on topics such as disaster management. The high level of co-operation and communication between government LISs meant that the GSI offered a good opportunity to establish a Community of Interest for government Library and Information specialists.

During early 1999 proposals were developed by a small CDL project board chaired by the chair of the CDL IT Working Group, in conjunction with CCTA (Central Computer and Telecommunications Agency), the government agency responsible for managing the development of the GSI within a framework defined by CITU. The project was completed in December 1999. The aims of the Community of Interest are as follows:

- To share information and best practice
- To disseminate information about the work of CDL and its Working Groups
- To promulgate career opportunities and training and development information
- To support co-operative use of resources

The Web site includes the following information and facilities:

- Contact details for CDL members and members of specialist Working Groups
- Details of the main government Library and Information Services
- Details of the remit, activities and publications of specialist Working Groups
- Job vacancies within government LISs
- Minutes of CDL meetings
- A wide range of documents produced by CDL and disseminated within the government LIS sector
- A discussion group for the UK government LIS sector
- Links to key resources on the Web
- Information about training and career development opportunities

A Lotus Domino server hosted by CCTA holds the minutes of meetings, details

of job vacancies and other documents which can be searched in full text. The remaining information, which is more static is held in a series of static HTML pages. Maintenance of information on the site is carried out by 3 individuals based in different departments and agencies, and documents and updates for the site are fed to these 3 authors from within the CDL community. Consideration was given to designating someone with authoring rights in each government Library and Information Service, but this was ruled out for the time being because of the cost of licences for the Lotus Notes software used to author and submit documents to the site. The cost of developing and maintaining the site is shared between the members of the community on an equal basis.

Paper or E-Mail distribution of documents has not been discontinued to date, partly because not everyone in the CDL community yet has access to the site. In the longer term it is possible that traditional distribution of documents may be reduced with individuals pulling down the required information from the site, or with E-Mail being used to alert individuals within the CDL community to the URL for new documents placed on the site. Shared between 3 people, maintenance of the site is a fairly modest task with all of the technical systems administration carried out by CCTA.

The main difficulty in maintaining the site is ensuring that all relevant documents are sent to the designated authors in an electronic format so that they can be added to the site. The CDL community is in the process of moving fully to E-Mail based distribution of documents. Some material for the CDL site cannot easily be obtained in electronic format and has to be optically scanned, a task which is both time consuming and often fails to fully replicate the original document with complete accuracy. Some problems have also been encountered with different departments using different word processing packages: to be accessible to the whole CDL community documents need to be formatted using a number of different file formats. These problems are likely to recede as government becomes more used to electronic communication, and problems of technical incompatibility are resolved.

A number of options are being considered for further development of the site. Possibilities include: expanding the community to include a wider range of government departments and agencies; expanding contacts information into some form of directory service; support for inter-library loan arrangements between government library and information services; establishing a knowledge base of common enquiries received by government LISs; and providing access to the online catalogues of government LISs.

The GSI electronic library

Apart from the Communities of Interest the GSI itself offers a growing range of information resources and services. Government departments are developing their own GSI Web sites which contain a range of information of relevance to colleagues within government, though not necessarily suitable for their public Web sites. There is an expanding directory giving contact details for individuals within the GSI community. Having largely established the infrastructure attention is now focusing on expanding content and facilities on the GSI. A number of knowledge management resources are being developed to share knowledge and best practice across government. The Librarians community has put forward a plan for an electronic library for government on the GSI. This might include:

- A functional directory of "who does what" in government
- Link to useful Internet sites

- Commercial information sources
- Access to existing online government library catalogues
- Access to research databases
- Statistical information sources
- Government publications
- A repository of central guidance and forms
- Links to other GSI resources including the various knowledge management programmes

Much of this would involve building on existing information resources and services provided by individual government Library and Information services. Most government LISs maintain evaluated lists of useful Web sites, often on their departmental Intranet. CDL has established a number of co-operative purchasing arrangements which provide government LISs with bulk purchase discounts by aggregating the requirements of individual LISs. Government LISs devote considerable effort to ensuring that they have access to a comprehensive range of official publications and the databases needed to search them. The GSI electronic library could pull together these dispersed resources and allow more effective co-operation between government LISs.

Among the most interesting aspects of the proposal is the idea of providing access on the GSI to the online catalogues of government LISs. This would bring a number of benefits: while the collections of government libraries tend to focus on the subjects of their parent department there are areas of common interest across departmental boundaries especially in the area of official publications; co-operative arrangements exist within the government LIS community for inter-library loans, so that government libraries are used in preference to chargeable services such as the British Library. With separate online catalogues checking the availability of a publication in another government library usually involves ringing round. A shared catalogue offers the opportunity for more efficient location and ordering of resources in other departments. One of the difficulties faced by previous attempts to establish a shared government library catalogue has been the variety of library management systems in use across government and the technical incompatibilities which existed between some of these systems.

The GSI electronic Library offers the potential to overcome these difficulties. Recent developments in library management systems mean that they generally have a Web compatible interface. This provides a common technical standard to network catalogues across an IP network such as the GSI, which additionally offers a desirable level of security compared with networking on the Web. Networking catalogues on the GSI as discrete databases would be beneficial, but far more effective would be a unified interface providing seamless searching facilities across multiple catalogues. The Z39.50 protocol meets this need. The widespread adoption of this OSI application layer standard within the software architecture of library management systems means that a central portal on the GSI, configured as a Z39.50 client, would be capable of concurrently searching a series of distributed library catalogues which were linked to the GSI and configured as Z39.50 targets. By adopting this architecture the GSI electronic library could build on and integrate existing, distributed resources with a result whose value far exceeded the sum of its parts.

Modernising government: joined up library and information services

At the time of writing, the GSI electronic library is at a conceptual stage. In the

past a limiting factor in taking forward collaborative developments within the government LIS sector has been the absence of a central resourcing. Government LISs bid for and receive funding within the parent departments. Where financial resources have been needed to support collaborative arrangements, such as the development of the Librarians Community of Interest site, the supplier has had to invoice individual departments an agreed proportion of the total cost. This is rather cumbersome and not all suppliers would be content to operate on this basis. The GSI is being developed as part of a wider government modernisation initiative (3) which, among other things, aims to exploit information and communications technology to support a more coherent and "joined up" approach to policy making and the administration of government. As part of this programme some central resources are being made available, and the GSI electronic library proposal is seeking some of its resourcing through this route.

The combination of a common technical infrastructure and a strategic and resourcing framework within which to exploit it, means that the GSI electronic library has the potential to provide a leap forward in the effective provision of library and information services for UK government. As it evolves the Librarians Community of Interest on the GSI would form part of this series of Intranet related developments, and in the longer term there may be strategic implications which could transform the whole basis of government LISs. For many years UK government library and information managers have been seeking to improve co-operation and collaboration in meeting the information needs of UK government. The three interlocking aspects of Intranet development described in this paper represent a major step forward in achieving this.

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PANDORA - Towards a National Collection of Selected Australian Online Publications

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Paper

Background to PANDORA

National and other deposit libraries around the world have a prime responsibility for the collection, description, preservation and provision of long term access to their national imprint. The phenomena of Internet publishing has presented a huge challenge to these libraries in finding a means to address the collection and management of online publications. It is not sufficient merely to point to an online publication somewhere else. In order to ensure long term access, the responsible library must have custody of it.

The National Library of Australia aims as part of its statutory obligations, to retain in perpetuity a copy of all material published in printed form in Australia in order to ensure that Australians will have access to the accumulated knowledge, activities and achievements of its citizens in all forms of human endeavour. In line with this objective, the Library is also committed to preserving online publications of lasting cultural value for access by the Australian community now and in the future. With this in mind, the National Library's PANDORA Project commenced in 1996 to build an archive of selected online publications.

What to Collect ?

At the outset of the PANDORA Project, we felt it was important to develop selection guidelines and a set of business principles[1] to help us define what we were

trying to achieve, and to put boundaries around the task so that we wouldn't be swamped by the enormity of what lay before us. In order to develop and test the selection guidelines and business principles we decided to allocate a discrete resources to the project. We established a unit of five staff, called the Electronic Unit. The

[1] National Library of Australia. (1999). A business process model for PANDORA. [On-line]. Available: http://pandora.nla.gov.au/pandora/bpm.html

staff were drawn mainly from the Legal Deposit Serials Section. We felt that we needed people who had experience in collection development and acquisition work, in managing complex publications and problem solving, and who had experience liaising with publishers through the ISSN office.

Establishing the Electronic Unit at an early stage in the project allowed us to work at two levels, the conceptual and the practical. Each informed the other and meant that we were able to test concepts through practical application and to modify or expand our ideas accordingly. It also taught us that our business principles needed to be flexible. We realised that these principles would undergo evolutionary change just as digital publishing would also evolve as technology developed and provided more sophisticated mechanisms for publishers to use. Staff in the Electronic Unit are responsible for managing all aspects of online publications. These responsibilities include:

- Selection;
- liaison with publishers/creators;
- determining a capture schedule (frequency of capture)
- quality control and problem solving, including fairly high level technical issues;
- creation of a title entry page; and
- cataloguing onto our National Bibliographic Database.

The current business principles are outlined below:

1 Select titles, which are available in online format only ('born digital')

This principle is based on the need to limit the number of publications eligible for inclusion in the archive. As printed Australian publications are already collected comprehensively between the national and state libraries, it seemed sensible to concentrate resources on collecting and managing those publications, which exist only in digital format. The rejection of titles, which are published in both formats, has to date eliminated about seventy percent of titles that could otherwise fall within the PANDORA selection guidelines.

2 Selectivity rather that comprehensiveness

Within the parameters of the 'born digital' principle a rigorous selection process is applied to titles under consideration for inclusion in the archive. The main reason for this is that it is complex, time consuming and expensive to collect and archive digital publications and the Library has chosen at this stage to concentrate resources on those publications considered to have current and future research value. Our selective approach enable us to:

- Inject quality control over the capture process, By being selective we can ensure that the titles we archive are captured successfully, with all files, software plugins and other features in working order.
- Seek permission from the creator/publisher to enable us to make the archived

titles available to all Australians.

- Most importantly if we select a title for PANDORA we are making a commitment to preserve that title for future use. And that is a commitment of current and future resources. This commitment to preservation means that it is not enough to merely capture a title and place it in a stable environment in an archive. The Library has also made a commitment to the following:
  - Developing a persistent naming convention for digital resources so that they remain visible and able to be found;
  - Establishing mechanisms for recording the metadata we will need so we can manage future preservation. This preservation metadata may be used to store technical information that supports preservation decisions and actions such as file types, document preservation action taken such as migration or emulation, to record the effects of preservation strategies, to ensure the authenticity of the item over time, and to note information about collection management and the management of rights; as well as identifying formats that we should be able to migrate easily and formats that will cause problems
  - Setting up registers of existing emulation software that we may need to use; and
  - Identifying when we need to take action so that we don't lose access to our online titles.

We believe that these actions will assist us in building pathways from current archiving to future preservation. However the selective approach currently used for PANDORA does not rule out the importance of capturing a picture of the whole Australian domain, and in future we might do this periodically. However, the present lack of legal deposit provisions for online publications means that this approach presents a copyright difficulties which prevents the Library providing access to such comprehensive captures.

3 Create records for the National Bibliography

The decision to catalogue online publications onto the (Australian) National Bibliographic Database is an acknowledgment that as a National Library we have a responsibility to record digital publications as part of the national imprint. Creating catalogue records also facilitates integrated access to Australian publications, regardless of format, and we believe this is important for transparent user access. (Note: The NBD is a national union catalogue of the holdings of Australian libraries and provides the framework inter-library loan among those libraries).

4 Retain the 'look and feel'

It was agreed at a very early stage that it is important to strive to capture not just the content but the look and feel of digital publications. Many digital publications contain software plug-ins or other features that are an integral part of the publications. This is one of the most challenging aspects of our work. A good example of the sort of challenge that we face is online publications structured as dynamic databases which are entirely reliant on software to enable the publication to be used on the fly.

Selection guidelines

At this stage I should say something about our definition of a publication on the Internet. After a lot of debate, we decided that any information available on the Internet was a publication. At first we had tried to look at categories of information - formats like e-journals that mimic print publishing, academic papers and so on. But then we found that we wanted to collect more broadly than traditional formats.

In particular websites and some listserv discussions. Are those really publications? Our position is if we think it is important, we will collect it. There are of course grey areas, particularly relating to government records where we do not want to duplicate the work of the Australian National Archives and government departments.

The PANDORA Selection Guidelines[2] is a living document that is subject to regular review. The key elements of the guidelines are:

- To be selected for the Archive, a digital publication should be about Australia or Australians or written by an Australian and be on a subject of significance and relevance to Australia. Australian authorship does not however guarantee automatic selection as it does with print publications.
- Within these parameters five categories of publications are sought in particular:

  (1) Publication's emanating from the academic sector and in particular e-journals or works that have been subject to a peer review process;

  (2) Publications or sites which reflect views on topical issues such as euthanasia, the gun debate, mandatory sentencing or sites which relate to a theme, such as the 2000 Olympic Games or the Centenary of Federation;

  (3) Publications or sites, which reflect the way in which Australians are using the Internet or which, reflect aspects of Australian culture;

  (4) Publications or sites maintained by community groups and associations; and .

  (5) Commonwealth and state government publications.

In addition to these categories the Library has decided to archive e?journals which are being indexed by indexing and abstracting services, regardless of whether the digital publication also appears in print. The Library became aware through its own APIAS (Australian Public Affairs Information Service) indexing service that there is a need to provide a persistent identifier (permanent location address) for articles cited by indexers. By undertaking to archive indexed publications in PANDORA the Library can assign a persistent identifier (at this stage a PURL) which can be cited by the indexing service and which will provide a guarantee that a user will not encounter a broken link.

Providing Access - Legal Deposit and Copyright Issues

Legal deposit as described in the current (Commonwealth) Copyright Act 1968 does not extend to digital publications. In the absence of this, we contact publishers individually for permission to copy their publications and to store them in the PANDORA Archive. Where titles are available free of charge, publishers have in most cases been happy to allow us to provide immediate access to the versions in the PANDORA Archive. We include options to link to publishers' sites both from the catalogue record for each item and again from the Archive.

[2] National Library of Australia. (1999). Guidelines for the selection of online Australian publications intended for preservation by the National Library of Australia. [On-line]. Available: http://www.nla.gov.au/scoap/guidelines.html

The Copyright Act is under revision and the Copyright Law Review Council

(CLRC) has proposed that legal deposit be extended to cover publications in all formats, including digital. In anticipation of this change, the Library is participating in a series of discussions with the Australian Publishers Association (APA) in regard to the provision of access to commercial digital publications received on legal deposit.

Although the APA is chiefly concerned with protecting the interests of its commercial members by limiting access to legal deposit publications as far as possible and the Library is chiefly concerned with providing the Australian public with as much access as possible to these publications, there is broad agreement between the two organisations that a set of guidelines governing use of this material and which satisfy the needs of both groups, can be developed.

Based on its experience to date with the cost and complexity of collecting, archiving and preserving digital publications, the Library believes that commercial publications which are selected for the Archive should be available gratis for national access at an agreed point in time when the commercial viability of the publication has diminished. Prior to the provision of national access, publications received on legal deposit will be restricted to on-site access only. However this model is still largely untested because to date, there has been very little commercial publishing of titles which appear in digital format only. Australian commercial publishers have not yet moved beyond the dual print/electronic model of publication.

Given the complexities and resource intensive nature of archiving and preserving digital publications, the Library would be more selective in acquiring commercial publications in this format than it has been with printed publications. Selection would be against established guidelines but would also occur in the context of national co-operative arrangements with other collecting organizations.

National Collection of Online Australian Publications

From the inception of the PANDORA project in 1996, the Library has envisaged that the collection, provision of access to and preservation of Australian digital publications would be a co-operative activity involving the National Library and the other deposit institutions, such as the State Libraries and ScreenSound Australia (the national body responsible for collecting film and sound materials). Briefly for those not familiar with the Australian library system, the National Library is the Commonwealth depository library, and each of the six Australian States have a State deposit library. The National Library already works in close co-operation with the State Libraries and ScreenSound Australia across a range of collection management issues, and the development of a (virtual) National Collection of Online Australian Publications in partnership with these organisations is a natural extension of the current relationships.

Essentially the National Library of Australia is requesting the State Libraries to take responsibility for archiving significant online publications relating to their own State; for example State government publications, and other categories to be develop in agreement with the National Library of Australia. Four of the six State Libraries are now archiving online publications, to varying degrees. Two have developed their own internal processes and two are using the processes and procedures set up by the National Library's Electronic Unit.

From the National Library's point of view it does not matter whether the deposit institutions develop their own archiving infrastructure or whether they join the PANDORA Archive as a contributing partner. What matters is that the depository institutions works within a collaborative framework to ensure that Australia's

significant digital publications are collected and preserved for future access. With this goal in mind, the Library has developed a statement outlining the elements which the Library sees as the key to the successful development of a National Collection of Online Australian Publications. These elements are:

- A set of formal collecting agreements: Through a formal agreement each depository institution articulate as clearly as possible the areas in which it will take responsibility for collecting, archiving and preserving digital publications for current and future access;
- Endorsement of the principle that digital publications are part of the national bibliography: The Library is seeking agreement from the deposit institutions that they will catalogue titles selected for archiving and future preservation onto the National Bibliographic Database (NBD). It is envisaged that the NBD will be a key point of access to the virtual National Collection and that depository institutions will be able to flag their preservation intentions to each other via the NBD. The approach does not exclude other forms of access to digital publications, for example via a metadata repository. However, it endorses the importance of recognising digital publications as part of the national imprint.
- A commitment to future access through the development of long-term preservation strategies: Although the strategies for future preservation remain largely untested at this stage, it is crucial that deposit institutions contributing to the National Collection of Online Australian Publications commit to undertake the key steps necessary to preserve these publications for future access. This includes being prepared to record the preservation metadata that will provide the information on which to base future migration or emulation strategies.
- A commitment to negotiate arrangements with publishers which will ensure that publications which form part of the National Collection will, after an agreed period, be available gratis on a national level: The Library believes that the development in cooperation with the peak Australian publisher's organisation, the Australian Publisher's Association, of a common set of guidelines will assist in the achievement of this goal

Technical Details

PANDORA's Dimensions

At the last count, there were 652 titles in the PANDORA Archive. 546 of these titles have individual title entry pages. The remainder are part of collective entries we have created for topics such as the Sydney Olympics, and broad subjects such as euthanasia. Approximately two-thirds of the titles have been archived on a one-off basis. This is either because the title is static, for example a completed report or project, or because the site has been archived as a "snapshot" example of how the Internet is being used by Australians.

The remaining one-third of items in PANDORA are being archived on a regular basis, ranging from weekly to annually. These items may be electronic journals, or sites of ongoing research interest that are being updated regularly.

On average, around 35 new titles are selected and archived each month. In addition, an average of around 30 titles which are being archived on a regular basis are "regathered" each month.

The data is stored in a Unix file system. Currently, the production area of the PANDORA archive is around 15GB, and the working file area (new gatherings being assessed and fixed prior to moving them into production) is around 7GB.

Gathering titles

For particularly complex or large publications, the publisher transfers the files over the Internet or sends them on CD-ROM. However, for the majority of titles we use a robot to gather the desired files directly from the Internet. We are in the process of changing the software used for these gatherings to two main tools: HTTrack and Teleport Executive.

We are currently developing in-house at the Library a new gathering system. We are moving away from a rather clumsy system of an Access database containing management information combined with a customized communications interface for submission of requests and problem logging. Our new collection management system will be an integrated Web-based interface. It will provide for the entry and maintenance of management information describing the title and interactions with the publisher, as well as the assigning of persistent identifiers, initiation and monitoring of gathering requests, tracking of and repairing problems, and automatic generation or amendment of title entry pages. Related Activities

I should also mention the National Library is committed to a number of other activities related to the preservation of online publications. Examples of this work include:

- Investigations into data migration strategies. As part of this planning process the Library has:
  - created a list of tags and attributes which are dead in HTML 4.0 and are used in html files in the PANDORA Archive; and
  - started work on an analysis of the file types within PANDORA to assess which may present critical migration difficulties for the future. For example, compressed delivery or access formats such as RealAudio are subject to constant change as improvements are made to them. They often require special browser plug-ins to use them. These formats are likely to be the most subject to change, and the most complex to migrate.
- Development of a preservation metadata scheme. An exposure draft Preservation Metadata for Digital Collections[3] has been developed for comment. The Library is working in co-operation with others such as the United Kingdom CURL Exemplars in Digital Archives (CEDARS) project[4] to develop an international standard in this area
- Developing a persistent identifier scheme for use with National Library digital resources and promoting the use of persistent identifiers for Australian Web publications. The Library expects to implement a persistent identifier scheme for its own digital resources during the next 12 months. This is likely to be a URL based scheme that maintains persistence through use of an in-house resolver service. Use of the Library's resolver service may also be extended to other interested agencies within Australia.
- Producing a set of best practice guidelines for creating and archiving online publications. These guidelines will be trialed with academic, government, and commercial sectors. The Library believes that the widespread use of a set of best practice guidelines will encourage the creators of online publications to take an active role in ensuring that their information remains accessible for the future. This is a vital step if the National Collection of Online Australian Publications is to be realised.

[3]National Library of Australia (1999). Preservation metadata for digital collections : exposure draft [On-line]. Available: http://www.nla.gov.au/preserve/pmeta.html [4] CEDARS Project. [On-line]. Available: http://www.leeds.ac.uk/cedars/

- International co-operation with other organisations interested in the issues of digital archiving and preservation. As part of this information sharing process, the National Library has developed and maintains the PADI (Preserving Access to Digital Information) Web site - a subject gateway to digital preservation resources from around the world.

Conclusion

In conclusion the Australian approach is an attempt to respond to the need for National Libraries to actively collect and preserve new digital publications created in the Internet environment. Our approach is not perfect and is based on learning by doing. We do not see our selves in conflict with the Swedish approach. In fact both libraries are in close contact and share information on development on a regular basis.

The real issue for us all especially libraries with legal deposit responsibilities, is to start to see the Internet as a "space" where valuable cultural and documentary heritage "information objects" are being created. We all need to start implementing the values and strategies for preservation we have developed for the print-based world, using the opportunities provided by new technologies. It is our responsibility.

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After literacy, what next? The challenge of sustaining a literate environment in Botswana

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Paper

Introduction

Botswana's education policy, advocates for the Department of Non-Formal Education to

> '...give greater priority to post-literacy activities, particularly the development of a literate environment...'

This is to address the question 'After literacy, what next ?', which was often asked by people who had successfully completed the Botswana National Literacy Programme in the early 1980s when it had just began. The question summed up their frustrations and anxiety at having acquired what many considered to be new survival skills and seeing their lives not changing for the better. They had been made to understand that once they possessed reading, writing and numeracy skills, their lives would certainly improve. They were instead discovering that without a sustainable post-literacy programme this was unlikely to happen.

Literacy education and the public library service

Literacy education in Botswana was first conducted by the Department of Community Development and the Botswana Christian Council immediately after independence in 1966. In 1977, a National Commission on Education and the resultant National Policy on Education advocated for literacy education to become an integral part of the education system. The National Literacy Programme was, as a result launched in 1981 by the Department of Non-Formal Education (DNFE) and aimed at teaching the skills of reading, writing and numeracy to those adults who were either illiterate or had dropped out of school before completing five years of primary education. With funding from the Swedish International Development Authority (SIDA) and the Government of Botswana, the programme started with Literacy Group Leaders being despatched to rural areas to get as many adults as possible, literate. Meanwhile, the Department of National Library Service (DNLS) had been established in 1967 by an Act of Parliament with the first public library opening in the capital, Gaborone that year. The service was extended over the following two decades to various districts. This expansion was also made possible through substantial funding by the Swedish International Development Authority and the Government of Botswana. The library service concentrated on providing reading and information material mostly to those who could read.

At a different level, therefore the question `After Literacy what next ?' also summed up the disparate operational nature of the literacy programme and the public library service. With the advantage of hindsight, it can now be said that although both programmes aimed at getting people to read to better their lives and they both received funding from the same sources, they had been planned to operate as separate entities with no common ground.

In the field, however, both librarians and literacy teachers were becoming increasingly concerned about the relevance and benefit of their services to the people. The librarians were very aware of the limited number of books available in local languages and on topics of interest to the ordinary citizen. This lack of suitable literature was due to the small size of the publishing industry. Not only were the books in the library of little relevance to the reading needs of the populace especially in rural areas, but for many people, the libraries were mostly too far for them to regularly make the journey and make full use of them. In a country where most publications were coming from outside, the literacy teeachers were faced with a desparate situation of having no suitable material to sustain the literate environment that they were trying to create. In Kgatleng district to the immediate North of Gaborone, three Village Reading Rooms were opened by the DNFE to stock additional reading material for adult new readers. The District Adult Education Officer also liaised with his counterpart at the only public library in the district and arranged for simplified material to be made available in the library for the new literates. There was obviously a need to converge the two programmes so that all resources available could be harnessed in totality so that they could fully benefit the population.

The break through came when the Botswana Library Assosiation organised a conference in 1985 on `Libraries and literacy' as a national prelude to the 7th Standing Conference of Eastern Central and Southern African Librarians which was to be held in Botswana the following year. The 1985 conference, for the first time brought together librarians and literacy educators for the purpose of working out a common strategy to ensure that the Botswana population became functionally literate and that they made full use of the public library service in pursuit of this. The participants were mostly drawn from literacy group leaders and librarians serving in rural areas. During the conference deliberations they recounted their hands on experience, and this was invaluable in demonstrating in the minutest detail, the many challenges they faced in their work. What emerged

was an agreement to ensure that the two services work in tandem as they were obviously complementary to each other and their work could not be successful if carried out separately. There was also a reaffirmation of the link between literacy, especially functional literacy and the empowerment of an individual both socially and economically. Libraries, with their aim of providing free access to reading and other information materials were obviously crucial in achieving this. On the basis of this it was agreed that a pilot Village Reading Rooms project be started in Kgatleng districts where three had already been started by the DNFE. It was also because of the appreciation of the need to work together that the 6th national development plan covering the years 1985 to 1991 included a commitment to the National Literacy Programme by stating, under the section on public libraries, that,

> 'Village Reading Rooms will be constructed to assist with the National Literacy Programme'

The VRRs were started as a joint venture between DNFE, DNLS and the local communities. Twenty villages were identified and discussions were held with community leaders who identified a building in the village, in most cases a primary school classroom which could be used. The identified rooms were then fitted with solar-powered electricity which could be used for lighting in the evenings. Books in local languages were then despatched to the VRRs by the DNLS. The Literacy Group Leader would open the VRR and encourage and lead the literacy learners to avail themselves of books written in local languages. While the literacy classes would not actually conducted in the VRR, the library service provided an environment whereby literacy skills were retained by ensuring that supplementary materials were made available to adult new literates. The pilot was evaluated in 1987 and the findings revealed that the public considered the VRR important in helping people to improve their literacy skills. The recommendation that the VRRs be extended to other parts of Botswana was accepted by the DNLS and the VRRs have now been extended to many areas of Botswana. There are now 67 of them and their numbers are expected to continue increasing annually at the rate of three.

The Village Reading Rooms today

Over the years VRRs have become an integral part of many remote villages in Botswana while the national literacy programme has also grown in scope and the number of learners it has reached. An extension of the project has been the publication of suitable reading material in the local languages, Setswana specifically aimed at adult new readers. DNFE, DNLS and other extension departments and NGOs regularly meet to create, edit and publish booklets on topical issues; in simplified language and specifically aimed at new adult literates.

The impact of literacy - two case studies

In a project of this nature, there are bound to be success stories just as there are several failures. Here we would like to narrate to you the experience of two people who have gone through the literacy programme and the impact that both the literacy lessons and the existence of the VRR has had on their lives.

Lessons learnt

Close to fifteen years after the start of the project, everybody is of course much wiser. There have been very rewarding experiences and several worrisome problems. A result of this is that as we proceed, every experience helps to show how such a programme can successfully be run.

The successes

Book availability in rural areas - VRRs have proved to be a fairly inexpensive way of bringing books and other information material to people in the very remote areas of the country. They have become the only place for many living in the rural areas, where they can obtain reading material. They are now used by school children, extension workers and other members of the village community.

Suitable reading materials - One outcome of the project that has proved to be very successful has been the publication of reading materials for adult new literates. There are now more than forty such titles published for this purpose. They are available in the VRRs, the district DNFE offices and the DNLS headquarters. The success of this publication programme has led the government to commit itself to funding the publication of more titles.

The benefits of literacy - The National Literacy Programme has extended to assisting people start income generating activities after acquiring literacy skills and to developing an adult basic education course that is equivalent to seven years of primary school. Attempts are made to include books on such activities including sewing, carpentry and in the VRRs collection and supplementary reading material for those who are taking the adult basic education course.

The challenges

Multiple ownership of the project - The project is owned jointly by the government and the local community. However, there are many who have influence over it including the local librarian who is supposed to provide guidance; the village development committee representing the people and whose co-operation the librarians and the adult educators need if there is to be success; the village headman; the Literacy Group Leader; the local MP; the local school Headmaster and others depending on the circumstances. This leads to a clash of interest sometimes which is detrimental to the project's success. Clear guidelines need to be in place to ensure that all concerned know their role.

Interests of the new literate adults - When the project was first started, discussions were held between DNFE, DNLS and the local Village Development Committes representing the people who lived in the villages where the VRRs were to be located. Unfortunately the literacy learners themselves were not consulted. A result of this is that several issues that affect their ability and willingness to use the VRRs were not taken into consideration. A 1994 evaluation showed that the very people for whom the VRRs were meant, were not using them because of the following reasons :

- Unsuitable opening hours - The VRRs opened when the learners, who were often women were in the fields.

- Unsuitable location - The VRRs located in primary schools were not being used by adults because of the child size furniture and because the adults did not wish to be seen in the same place used by their children.

Staffing - As a joint project, the staff were expected to be the Literacy Group Leaders supplied by DNFE but paid by DNLS. Unfortunately the Literacy Group Leaders were receiving honoraria while the VRR Assistants were expected to receive a regular pay that would also entitle them to some kind of pension or gratuity after a certain period of service. As in some cases some community leaders objected to one person doing two jobs and receiving two salaries and because the issue was not discussed between DNFE and DNLS, some Literacy Group Leaders abandoned their jobs for the VRR Assistant's job. Obviously, more consultation between DNFE and DNLS should have been done at the beginning.

Conclusion

The experience gained in this project has been invaluable in helping to plot a way forward for a literate environment. Issues that have surfaced as being crucial to the success of the programme are :

Clear Aims and objectives - Clarity of what the project aims at achieving is crucial for the success of the project. Plans are then made with that as the guiding principle. If the aim is unclear there is a real danger of the project being pulled in a different direction.

Staff training and committment - Staff need to be very clear about what is expected of them and also very committed to their work. More training in extension work rather than the intricacies of librarianship is required to ensure the success of the project.

Suitable reading material - When planning for such a project, the issue of where suitable reading material is to come from is very important. This is especially true of countries where the publishing industry is small and the language of official communication is a foreign one.

Consultation - This is required at all levels, to carry on board all those who are involved or are likely to be involved in the project, to ensure that all are working towards the same objective.

Funding - The funding for the project is now received from the central government. When requesting for funding, there has been a need to tie the acquisition and sustanance of literacy to the overall national goals of sustainable development. By doing this, funding has been assured for the next three years at least.

The Learners - These are the most important to the success of the project. They need to be listened to, to find out their aspirations and to steer the project towards that. Without their voice and input, it is unlikely that the project will succeed.

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Telling the mobile libraries story: collecting the past to build a future

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Abstract

Informal education plays a crucial role for life-long education promotion. However, all activities carried out recently by the government have not been distinctively fruitful because learners have not yet been encouraged to develop and practice learning by themselves even though this is regarded as the core of education. Hence, we must encourage learners to learn practical terms by letting them assimilate their knowledge with real life situations. This will assist learners in finding proper ways to learn by themselves, analyze and understand problems they confront, and get in touch with direct experiences generating new models of learning.
It is necessary to develop the models of service for reading promotion, obtaining information, and self-learning for people through various methods suitable to the target groups. Available resources must be utilized in the uttermost for true learning. Various types of mobile libraries such as the train library, bus library, and floating library provide another model of informal education activity, which can increase the learning opportunity of Thai people.

Paper

The Ministry of Education in the present government has a concrete policy to develop education in such a way that students have virtues and abilities to learn

through their entire lives in a happy manner by themselves. This viewpoint is consistent with the principle of the 1997 Constitution of the Thai Kingdom, which is regarded as a step toward significant educational reengineering of our country. In responding to this plan, one of the duties of the Department of Non-Formal Education I am currently representing is to find a way to allocate our limited resources in order to create informal education activities that can access the largest number of people we possibly can. Building different styles of mobile libraries seems to be our best answer at this time for many reasons.

This paper will be include:

1. justification for the mobile library project;
2. different types of mobile library services;
3. how the mobile services were formed;
4. uniqueness of mobile services;
5. planning the service for target groups;
6. approaches to user education through mobile services.

Justification of mobile library project

Informal education plays a crucial role for life-long education promotion. However, all activities carried out recently by the government have not been distinctively fruitful because learners have not yet been encouraged to develop and practice learning by themselves even though this is regarded as the core of education. Hence, we must encourage learners to learn practical terms by letting them assimilate their knowledge with real life situations. This will assist learners in finding proper ways to learn by themselves, analyze and understand problems they confront, and get in touch with direct experiences generating new models of learning.

Quite a number of Thai people still lack educational opportunities to attend format schooling systems even though the government sectors have made a lot of efforts to conduct education programs in various ways to assist all people throughout the country as much as they can. However, self-learning is likely for people even in remote areas if they are eager to learn. In addition, we cannot deny that most Thai people still lack reading habits. That is, since childhood they have neither been encouraged nor trained to read and search for knowledge by themselves. All of these factors inevitably obstruct learning development to reach high educational goals. Implementing the mobile service plan results in solving national problems like economic crisis, which our country is confronted with.

It is necessary to develop the models of service for reading promotion, obtaining information, and self-learning for people through various methods suitable to the target groups. Available resources must be utilized in the uttermost for true learning. Various types of mobile libraries such as the train library, bus library, and floating library provide another model of informal education activity, which can increase the learning opportunity of Thai people.

Mobile Train Library

Unused train compartments still in good condition are decorated as mobile

libraries and learning centers which resemble library vans. There are various learning resources available in the compartments such as books, audio-visual aids, exhibitions, learning groups, and reading promotion activities. In the beginning, two mobile train libraries were launched in the northern and northeastern routes. Today, another southern route has been increased. Each mobile train library compartment connected with a large train is parked at a target railway station to serve people living along both sides of the rails for one to two days. Then it keeps on moving to the next railway station until it returns to the same route. There are two volunteers teachers on duty for each time with the cooperation and support from provincial and district non-formal education centers in the vicinity.

Not only all commuters of Railway Authority of Thailand at platforms and on the trains can benefit from mobile train library. This service also has great benefits, especially for homeless children. Mobile train library seems to be their second home. We have policemen-teachers on duty to guide them with social rules and other necessary knowledge. We have heard favorable result from many media sources such as Education Evolution Magazine, Piyawat, 16, said, "I ran away from home eight years ago. Teachers in here are really kind. I have opportunity to study from Non-Formal Education. I am studying hard. I like to study English. In the future, I love to be a tour guide." Some of the homeless children returned to their homes. In some cases, children's homes are too miserable, so they are better off getting help from this type of education. Mobile train libraries provide them with enough technical knowledge to survive in a society.

Objectives

1. To thoroughly expand learning opportunities and create reading habits in people of all walks of life.

2. To promote spending time during train trips in a useful and enjoyable manner by reading various kind of books in the train library.

3. To originate a new learning model which creates proper atmospheres and surroundings which respond to the needs of target groups.

Mobile Bus Library

Mobile bus libraries also play a major role in creating and developing learning skills in children, youths, and the public by providing numerous types of learning materials such as printed, artificial, and exhibition materials, textbooks, non-formal education learning packages and electronic materials to community people. This is particularly useful to those living in slum areas and to less developed communities in Bangkok. Moreover, the mobile bus libraries can assist people to keep pace with today's necessarily fundamental knowledge. This includes family, education, health, democracy, environmental education, daily life basic laws and entertainment news. Several types of learning activities are organized in the mobile bus library to facilitate this as well.

We supply teaching and learning materials for decorating each of the five commuter buses suitably for its specific target groups. Buses numbers one and two are decorated for serving children, youths and the general public living in slum areas, in construction sites and in other foundations. Buses numbers three and four are decorated for serving non-formal education learners at their group

meeting places (e.g. schools, temples, firms, enterprises, etc.) Bus number five is decorated for serving the general public in parks. Each of the bus services run five days a week from Tuesday to Sunday, except holidays. People can rent a book for seven to twenty days.

Objectives

1. To organize learning activities and encourage children, youths and the general public to acquire knowledge from various types of learning materials.

2. To upgrade the quality of life for disadvantaged children, youths and people in slum areas, in small enterprises, and in construction sites within Bangkok.

Mobile Boat Library

Mobile boat libraries can provide learning activities for people living on both river banks with numerous types of learning materials available in the mobile floating libraries. They can also learn from direct experiences by contacting with real situations that take place in main rivers such as the Chao Phraya. This helps learners gain common sense toward the environment, conservation, love, and being proud of the river civilizations which influence their lives, so that they eagerly take part in the conservation and rehabilitation of water natural resources and environments.

Mobile boat library served at least 30,000 people annually during, at least, five days a week. Two different models of services are provided in the boat on separate floors: mobile floating library and mobile floating learning center. First, mobile floating library serves as a general public library where users can read, apply for library membership, and borrow books to read outside the library for ten to twenty days. The mobile floating library provides library services for people in the boat and on land at some appropriate places such as temples, community areas, etc. Second, mobile floating learning center are conducted as a "floating classroom" for a short course of four to six hours. The topics conducted on a floating classroom will be classes such as the water civilizations, problems of water environments, conservation of water resources, environmental conservation volunteers, and guides and rivers tours.

Objectives

1. Expand services on reading, promotion activities, and learning from various types of materials for people living near by rivers to render services convenient and thorough.

2. Conduct learning experiences from real life situations concerning the civilization of rivers and water environments to people of all walks of life in order to make them aware of imminent problems and take part in the conservation of natural resources.

How the mobile services was formed?

Without the cooperative of government, private, local organizations, and communities, the mobile services would not be possible. We received much financial support from every involved group which aimed to promote life-long education for people, especially for those underprivileged groups. With this purpose, the necessary resources needed for building mobile services was distributed from all sectors.

The Department of Non-Formal Education has invited private sectors, companies, and the general people, as well as those who would like to have participation in promotion and supporting reading habits of children, youths, and people, to donate educational equipment including, bookshelves, television sets, video, and audio tape recorders, computers, etc. Books and printed materials have been contributed from various organizations such as the Office of the Narcotics Control Board, Ministry of Public Health, Ministry of Agriculture and Cooperative, and Ministry of Labor and Social Welfare. The Railway State Authority of Thailand has given two unused trains. The Bangkok Mass Transit Authority distributed seven good condition commuter buses, which are not yet in use. The Thai Transportation has supplied two good condition boats. Moreover, other sectors, such as educational institutions, private organizations, temples, and communities, put together their efforts for planning service schedules, which has become a significant contribution to mobile services.

Unique of mobile services

Each of mobile services has its own ability to access different target groups. All of the mobile services serve as both library and learning centers. Mobile bus library can serve people in parks and congested areas. People who have more access to the platform can use mobile train libraries while people who have more access to the river can use mobile boat libraries. While each of the mobile services can reach different groups of people, there is plenty uniqueness within all mobile services.

The uniqueness of mobile services is distributing channel, economical, promotional, and political attitude. We have to accept that right now it is impossible for Thailand to build a library in every district because we have such a limited budget. Mobile services are a great help to distribution our resources. Previously, some people in each province have had to commute a couple hours to use a book. People now can save more time because mobile libraries service directly to their living area. Thus, it is more convenience for them to find learning resources. Mobile services are also economical in many ways, time, money, people, and materials. The government do not need to invest all of the money to build a library on particular location. Instead, we can receive the support of buses, trains, boats, and learning materials from the private sector, government, or organizations for mobile libraries. We then have more money to develop the country in other ways. There were volunteers to cooperate on the project in every social level. A little help from everybody makes mobile service become a reality.

Another unique feature of mobile service is that the mobile libraries become their own promotion channels. Even though media in Thailand paid attention to our mobile services, each of the mobile libraries can function as their own advertising medium. The outside decoration on the trains, buses and boats communicate with the colorful pictures and the reading campaign. The design varies depending on the place and the purpose of each mobile library. The mobile libraries catch people's eyes as they go along. Many people get to know

the service just because they see it more often. Another unique feature of mobile services is that they build in Thai people good a political attitude towards the government. Mobile services are another means of showing the concern of the government for people's learning opportunities. At least people know that we are trying to help them.

Planning the service for target groups

Different people have different needs and motivations to learn. We need to design our mobile library services to be as feasible as we can. An initiative plan of mobile services began with conducting research to identify the needs of target groups and prioritize them. Our target groups consisted of a variety of social groups. Some are the middle class, some are the poor, and some are the homeless. We simply observed, and then asked them what kind of information they would need to make their living conditions better. There are two factors in the need analysis. One is to analyze contents of learning material provided in particular mobile libraries. Another is to analyzed type of learning methods given to different groups of people.

The above analysis helps helped us to determined the complexity level of topics or contents that could be provided in each mobile library. The books, electronic materials, educational toys, and exhibitions serve specific target groups. For instance, mobile libraries that service general public living in slum areas will include books creating intelligence and various skills for children, video presentations on general documentaries, and toys such as games, jigsaws, or exhibitions on AIDs and drugs. The mobile libraries that service around schools, temples, or firms will include non-formal education learning packages, supplementary books of various subjects, and the CAI packages which enable learners to test their own knowledge by themselves. The topics included in mobile libraries that serve the general public in parks will emphasize health, exercise, mediation, etc. From our evaluation most of our target groups will be able to conveniently find basic learning within our mobile services.

From the need analysis, we concluded that the volunteers and instructors in mobile libraries must have a good "service mind." We conducted training to help volunteers understand psychological factors that make up their target group. For example, people behave differently. Instructors might need to explain materials repeatedly and patiently in case the user has received a less formal education. Some of the homeless children may act impolitely, or they may be rude; however, volunteers and instructors need to understand them and help them. After the researching process, we were ready for project implementation. We also cooperated with concerned organizations and institutions about the work plan. We have successfully set schedules to service the target groups. The mobile libraries will service at the best place and time for each target group. For instance, the mobile bus libraries are schedule to park at congest areas on the weekends, at school after 3:00pm on the weekdays, and at temple in the morning.

We publicized the project broadly in communities where projects were launched. As we trained our staff, prepared the locations, decorated mobile libraries, coordinated all involved groups, and advertised the service to the community, the project was ready to implement. The result of the project was astounding. We found the unity and cooperation of the government, organizations, students, communities, etc. made the project successful. Evaluations were conducted approximately every six months to improve our services.

Approaches to user education through mobile services.

As I have mentioned earlier, we manipulated teaching methods for each mobile service according to types of service and our target group. Mobile libraries were planned to improve non-formal education for general public, underprivileged children, and communities. We provided sufficient knowledge that they need to use in everyday life through all the mobile services.

Each of the mobile libraries was designed for both regular library and learning centers. For the library function, the fundamental books included in each mobile library usually were about short stories, exercise, health, religion, family, cooking, or occupations. We provided the public with printed and electronic materials by getting financial support from the government budget and initiating a books and learning materials donation program to receive aid from general people, firms, private sectors, and publishing houses for services in the libraries. As a result, the membership fee is absolutely affordable-five bath fee for people under fifteen, and ten bath fee for people over fifteen. However, underprivileged children and needy people do not have to pay the fee to use the services.

Learning centers in mobile services included sound labs, video programs, computers, CAI CD-ROM, and Internet. A course of four to six hours can be conducted upon request. Topics involve direct experiences that take place either around the railroad, street, or rivers. Land and water civilizations, conservation of water resources, or guide and river tours are common themes. Certificates are provided for students at the end of each section.

We emphasize a friendly atmosphere. We want the users to have fun as well as gain education. Our decoration is colorful and attractive. Staff are polite and helpful. We need to create this positive attitude for reading habits, since the users are expecting to be able to apply knowledge gained from reading as a fundamental to analyzing various matters reasonably.

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Mobile Library Service in Canada: Bookmobiles at the crossroads

Laurette Mackey
York Library Region (York Regional Library)
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Summary:

Canada consists of 10 provinces and 3 territories located in North America. It's borders are the United States of America to the south, the Atlantic Ocean to the east, the Arctic Ocean to the north and the Pacific Ocean to the west. Mobile libraries are vehicles, most frequently either school-type or city-transport-type buses. An initial survey in 1999 identified bookmobiles in the following provinces: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick and Nova Scotia. Service via bookmobiles is either to rural areas or urban areas.

A number of jurisdictions are reviewing their mobile library services. This is the case in Nova Scotia, New Brunswick, Hamilton and Sarnia.

Paper

Preface

Thank you to IFLA for this opportunity to give back to the international library community a contribution to the development of library service. I have enjoyed attending IFLA conferences irregularly since 1982 and have appreciated listening

to many presentations throughout the years. I hope this report can encourage someone else.

As one of five regional librarians in New Brunswick and as part of a Strategy 2000 process, I am researching some mobile library ideas as one method of providing library service to the residents of the province. The four bookmobiles presently in service in the province will soon need to be replaced. The last bookmobile that needed replacement was taken off the road in 1997.

In order to prepare this report, I was most thankful to Penny Carr, Mississauga (ON) Public Library, for a survey done in preparation for a presentation in the United States in 1999. Also useful were conversations with various key people in different provinces and territories, a bookmobile study prepared by the Policy and Planning section of the former Department of Municipalities of the Government of New Brunswick as well as colleagues in the province.

Mobile libraries in Canada - Overview

Bookmobiles are operational in British Columbia: Thompson

Alberta: Lethbridge, Strathcona

Saskatchewan: Saskatoon, Wheatland

Manitoba: Parkland (Dauphin)

Ontario: Guelph, Hamilton, Mississauga, Ottawa, Sarnia. After an amalgamation, Ottawa and Hamilton have decided to maintain bookmobile service. The transition board for the new city of Hamilton is recommending that the "Bookmobile and Visiting Library Service criteria be changed to provide equitable access across the city to the elderly, disabled and low-income. Service will be provided within the current operating cost envelope."

Quebec: Montreal. Les bibliothèques mobiles ont disparues vers les années 76-77 alors que les municipalités demandaient des bibliothèques municipales, soit autonomes ou affiliées aux Bibliothèques centrales de prêts, devenues plus tard des Centre régionaux de service aux bibliothèques publiques. Les CRSBP offrent les service de bibliothèque (collection, catalogue, mise en réseau, formation des employés) à des municipalités affiliées qui, elles, fournissent le personnel, le local, la programmation. Avec les diverses subventions, il appert que les coûts sont divisés presque à parts égales entre les CRSBP (provincial) et les municipalités.

New Brunswick: Albert-Westmorland-Kent, Chaleur, Haut-Saint-Jean, York (Regions). Bookmobile service is under review since buses, owned by the Department of Transportation, will need to be replaced in the near future.

Nova Scotia: Annapolis Valley, Cumberland, Halifax, South Shore (regions). Eastern Counties shut down the bookmobile service in January 2000 with much regret.

Prince Edward Island: Bookmobiles were eliminated in 1992 gor two reasons: a request to reduce the budget by 10% as well as facing the replacement cost of two vehicles (one service the west - Summerside and one serving the east - Morell). With a population just over 100.000, there are 22 libraries in the province. 97% of the population lives within 15kms of a public library. Since the bookmobiles have been eliminated, automation of the collection and increased funds for acquisitions are two of the reasons for an 7% increase in overall circulation. Few complaints

were received in the 8 years since.

Newfoundland: There are no more bookmobiles in NF since 1983. Bookmobiles were in Saint John's and selected areas like Corner Brook and Carbonear. They gradually disappeared from the mid-70's to 1983, were replaced ineffectively by books by mail, then successfully by new branches.

Nunavut: There are 11 libraries, of which 3 or 4 are located in schools. Each library is served by a revolving collection of "book blocks" 3 or 4 times a year. There is also a books by mail service. The library service is very similar to that of the NWT before the creation of the new territory. Most travel and deliveries are by plane. The territorial administration and the hamlets have a contribution agreement to cover the cost of staff and a % of the operating costs (fax and phone, etc.)

Northwest Territories: There are approximately 24 free standing libraries with populations as high as 3,500 (Hay River) and as low as 200 - 300. There are no mobile libraries although the collections are revolving ones. There is also a Books by mail service: 4 books in June 2000 and 27 requests in February 2000.

Yukon: There are 15 community libraries, all branches of the main library in Whitehorse.

Some details on the profile of the bookmobiles in operation at present:

Bookmobiles still operating at present began in the '40s (1), 50's (8), 60's (4), 70's (4), 80's (2).

Circulation figures vary from as low as 19,000/year (in a rural area) to 255,000 (urban area - Toronto)

Number of kms traveled vary from 2,500 (urban) to 60,000 (rural)

Number of hours on the road vary from 572 to 3562. Circulation per hour is as low as 4.64 (Sarnia) and as high as 205 (Hamilton).

Loan periods are traditionally 3 weeks. Exceptions are made for bookmobile summer holiday schedule or for special interest groups.

Fines are collected. If they are not, the reason appears to be a problem with the automated circulation system (one case only).

The number of stops can be as low as 8 (urban area) and as high as 109 (rural).

The type of stops serviced are daycares (4), seniors residences (11), schools (10), community (19).

The length of a stop can be as low as 10 minutes and as high as 180 minutes. In Sarnia, one stop lasts one full day.

The frequency of visits varies from weekly (9) to monthly (2) with bi-weekly (4) and three weeks (9) intervals between visits.

Programs: storytime included in one 25 minutes rural stop, seasonal contests, participation in a province-wide Summer Reading Club (Club de lecture d'été). In Ottawa, one-60 minutes stop can include booktalks, storytime or book clubs.

Outreach: participation in community affairs is fairly divided, almost half and half.

Some do and some don't.

Publicity of the service can be done with posters/flyers, word of mouth, community newsletters, a few have radio, cable or newspaper adds, some have their service on the library's website.

There are no fees for the service but charges as in all public library service, except in one case in one bookmobile: private school visits.

Operation: the bookmobile service is usually on its own, out of the main office; those that share administration with others do so with a main library, an outreach service, a homebound service…

Number of staff employed for the bookmobile, both on the road and in the office, vary from 1.5FTE (full time employee) to 8, with an average of 3.06. The number of staff on the bookmobile is usually 2.

Types of vehicles: school bus chassis (6), Thomas bus chassis (7), ELF Bookmobile, Ontario supplier (3), tractor trailer (4), one lone Atco Book trailer. The size varies from 25 ft to 45 ft. They all use diesel fuel except 2. Most administrators would repurchase the same vehicle with certain exceptions. The school bus chassis was preferred but did not have wheelchair access. Hamilton tried both the tractor trailer and a converted recreational vehicle and prefer the school bus.

The size of the collection varies from 2200 to 6500. The 45 ft trailer can contain 10,000 items.

Bookmobiles often have circulation higher than many small branches.

At present, there is no computer access for patrons.

Circulation is automated in 6 cases, where the main library system is automated with Dynix, DRA and JES. Some library systems are still manual and one uses T-cards of the Recordak system. With Dynix, bookmobile are both manual and automated. With DRA, bookmobiles use a backup system. Even in one region, the bookmobile stops can be either online or offline depending upon the connection available at the location. Connections are cellular, Telxon, phone modem or data radio. We have no satellite service yet.

In the next five to 10 years, 10 jurisdictions believe their bookmobile will still be around. 4 believed not and another 4 did not comment, explaining that the service was under review. When it came to replace the bookmobile, 8 said yes, 5 acknowledged a study, 2 said no and 4 could not answer/did not know. Often the decision is made at a different level since the vehicle belongs to either a province, a municipality or the board.

New Brunswick

In New Brunswick. We have a population of some 740,000 people. Population density is 26 persons per square mile or 10 per square kilometer((12 and 4 in Canada). The population remains constant in a ratio of 52% rural and 48% urban. Largest urban centers are Saint John (72,000), Moncton (59,000), Fredericton (46,500), Miramichi (25,000), Riverview (16,600), Bathurst (13,800), Dieppe (12,500), Edmundston (11,000), Rothesay (10,400).

The purpose of the study is to identify the most equitable cost efficient delivery of

full library service to all citizens of the province. We are identifying standards for mobile library service: where, for whom, how, distance from home base, distance from other service points and between stops, number of patrons served, circulation, level of service, staff, collection, programs, etc. The strategy 2000 team is also preparing standards for free standing libraries. We also have joint public / school libraries (10/61). When the study is completed, we hope to have guidelines/ standards for library service across the province. Bookmobiles will either be improved or eliminated. First impressions are that the bookmobile provides an ever-changing collection, stops can be adjusted based on demand, especially in areas that cannot afford to have a free standing library.

Conclusion

The choice of a mobile library for service in New Brunswick will be a political decision based on factual information concerning service and costs. Administration studies various options and may recommend best solutions. I expect to be part of the process as I return. I would appreciate your questions and comments and will answer as best I can.

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Teaching bibliography, bibliographical control, and bibliographical competence

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Paper

Introduction

The basis of this presentation is the subject discipline of Bibliography, in the sense that this is included in the curricula of the Royal School of Library and Information Science in Copenhagen. Until a few years ago, Bibliography constituted an independent subject area, with special courses in bibliographical work, comprising bibliographic theory and methodology, application of bibliographic sources, and methods for the preparation of bibliographies. These courses took place simultaneously with, and to a certain extent in co-operation with, courses held in the fields of Cataloguing, Classification, and Subject Indexing.

Following recent years' restructuring of the education programme at the Royal School of Library and Information Science, as well as the implementation of the current bachelor and masters programmes, all education in Bibliography and Bibliographical Control has been incorporated under the Department of Information Studies, and these subject areas now constitute parts of the mandatory and optional courses within the fields of Information Retrieval and Knowledge Organisation.

This education programme mainly focuses on the typology, theory and methodology of the various subject disciplines, whereas the teaching of concrete

works (e.g. individual bibliographies or bibliographic databases) and codes of practice (e.g. cataloguing rules) is only dealt with as examples for the purpose of discussing theoretical and methodological issues.

Our purpose for focusing on theory and methodology instead of focusing on tuition in concrete works and codes of practice, is to enable students to function professionally in the dynamically changing and developing "information universe" - both in the traditional labour market, as librarians in public and research libraries, and as information specialists in other types of organisations.

Within the bibliographical area this means that students should be able to identify, evaluate and use the "conventional" bibliographies, which still represent the vital tools for information retrieval. These are in principle identical to those we have always known; only most of them are now in electronic form. And furthermore, students should now also be able to analyse and apply the many new tools provided by the Internet.

One further crucial element in the theoretical-methodological approach to all education in Bibliography and Bibliographical Control is to strengthen the analytic and critical competence of students with regard to information needs and to those professional, political and economic considerations governing existing information systems.

Information Retrieval and Knowledge Organisation

The education in the subjects of Information Retrieval and Knowledge Organisation has been organised as a number of mandatory courses held during the first four terms of the bachelor education programme followed by optional and specialised courses held during the subsequent terms.

To provide a common background and common qualifications for these courses, students must attend a course in Organisation and searching: Databases and networks, primarily intended to introduce students to various types of database systems (inverted files, relational databases) and networks, to the organisation of various data types, as well as to various search methods (command-driven, menu-driven, navigation) to be used in on-line databases and on the Internet.

During courses in Information Retrieval students work with the application and evaluation of reference works in general, in printed as well as electronic form. The emphasis is however placed on electronic information systems and web-based sources. Within the field of bibliography students must thus be familiar with the main conventional bibliographical categories (National bibliographies, Universal bibliographies, Subject bibliographies, including Abstract services and Citation indexes, and Catalogues), and must furthermore be acquainted with those new types of reference works, which combine bibliographical data and factual data.

As mentioned earlier, emphasis is first and foremost placed on the types, their characteristics and application, in the fields of information retrieval and information analysis. However, we attempt within specific areas to provide students with a thorough knowledge, not only of the typology, but also of the existing specific works. This is the case with national bibliography, where we emphasise the students' familiarity - with a view to their capacity as future Danish librarians - with the entire Danish national-bibliographical system, its basis and framework, as well as their ability to acquire and understand the

concept of national bibliography as part of the Universal Bibliographic Control.

Tuition takes place as traditional class teaching, alternating with lectures, exercises and case studies. The courses are organised as follows: 1) an introductory course in basic information retrieval, followed by 2) a course in information seeking and retrieval, during which students work with the entire process from analysing the information needs of the user, selecting the appropriate sources and search strategies to evaluation and preparation of new tools for information retrieval, and 3) a course in advanced information retrieval, during which students especially work with advanced search methods and search strategies for the Internet and for various types of databases, as well as with the possibilities and techniques of utilising these methods and strategies for the purpose of information analysis.

The content of the courses can best be described by the main learning objectives set up for the tuition:

Knowledge of:

- Theories and methods applying to information retrieval and information seeking
- Typology and application of information sources
- Methods for evaluating various information retrieval tools
- Search methods and search strategies to be used in various types of databases
- information market organisation

Skills in:

- Planning and performing searches in various types of information sources
- Evaluation of the various information retrieval tools
- Analysis and evaluation of the contents and search systems of information sources
- Analysis of information needs
- Selection of appropriate information sources in relation to defined information needs
- Evaluation of search results in relation to information needs
- Performance of basic informetric analyses
- Information processing and presentation

The concept of Bibliographical Control also represents one of the principal subjects of the mandatory courses in Knowledge Organisation (former Cataloguing and Classification). The courses are carried out simultaneously with the Information Retrieval courses. They are organised as follows: 1) a course in indexing theory and document representations, followed by 2) a course in indexing languages and subject representations, and 3) a course in information systems design.

The content of these courses can also best be described by the main learning objectives set up for the tuition:

Knowledge about:

- Entities in the bibliographic universe
- Methods and processes in indexing
- Indexing theory, major problem areas, historical development
- Functional requirements of the bibliographical record

- Various types of indexing languages, structure and functioning
- Preparation of indexing policies
- Organisation of bibliographic data, both descriptive and subject data
- Functional requirements of bibliographical information systems
- Implementation of bibliographic information systems
- Evaluation methods

Skills in:

- Analyses of bibliographic entities
- Evaluation of the functionality of document representations
- Designing verbal indexing languages
- Designing classification systems
- Application of indexing languages
- Preparation of indexing policies
- Designing evaluation methods
- Preparation of conceptual design for bibliographic information systems
- Evaluation of bibliographic information systems

The general mandatory courses are followed up by optional courses during which students will be able to specialise in, and sound the depth of, certain aspects of the subject fields that were introduced during the mandatory courses. Consequently, students will have to select a course in Information Retrieval and Knowledge Organisation within subject disciplines or knowledge domains that are dealing with the manner in which knowledge and information belonging to a certain subject or domain (within the social sciences, the sciences, or the humanities) is produced, organised, communicated and searched. During these courses students work with the main reference sources of a singular subject area, including the main bibliographic databases, their content, and their application.

At a later stage of the education programme it is also possible to select specialised courses during which students will be able to apply and leverage their qualifications. As examples may be mentioned courses in major research areas within library and information science, such as Informetrics, IR, Relevance and Information Seeking, Bibliometrics and Webometrics, Design of User Interfaces, Design of Information Systems, Design and Organisation of Intranet, etc.

Conclusion

Bibliographical competence represents an extremely important part of any modern librarian's professional ballast. Still heavier demands are made on this kind of competence in a world in which the information technology presents us with an almost infinite number of possibilities for accessing information, but in which, at the same time, the tools and methods for organising and retrieving this information are constantly revised. Although the term of 'bibliography' very rarely occurs in the current curricula of the Royal School of Library and Information Science, the subject of Bibliography and Bibliographical Control is actually incorporated in all educational stages; and it should be evident that bibliographical knowledge and skills, combined with an analytical and critical sense, do in fact represent some of the main objectives of this tuition.

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Jewish heritage in Russian children's literature

Olga Macots
Russia

Paper

When I was invited to speak about Jewish heritage in Russian children's literature, I was firstly taken aback and didn't know what to answer. On the one hand a considerable part of Russian children's writers are Jews: Samuil Marshak - a founder of modern Russian children's literature, a man who considerably influenced it's development and brought up several generations of writers; wonderful poets - Jakov Akhim, Genrich Sapgir, Viktor Lunin, Junna Moritz; famous writers - Viktor Dragunsky, Anatoly Aleksin - just to name everyone will take all my time. Our literature is traditionally multinational, writers of dozens various nationalities have contributed to it's creation - Armenians, Byelorussians, Kalmyks, Ukrainians. They have accepted and developed traditions of Russian classical literature, but also brought their own national spirit as their contribution. A precious gift! So I don't want to fish up different national motives from the common trend.

Let's try to approach the problem in another way. As the saying goes, language is writer's motherland. Language is a magical crystal of every national literature. It is known that alongside with a great Russian literature, there were and are literatures in national languages, among others - Jewish.

What is known about children's Jewish literature in Russia? Alas! It appeared to be almost nothing. Books supply one with rather contradictory information, encyclopedias suggested just a short list of names, and bibliographies confined to the articles dated by 1920-30-ies. And after?

I have been also a little bit embarrassed to speak on the topic, as I am not a Jew, and so lack some important experience and knowledge others inherit from their

parents. But in Russia we do say that a Jew sits in nearly every intellectual: in a course of time everything has so mixed up and interlaced in our culture, in our life, in our mind.

I turned for help to my friends - librarians, children's writers, and literary critics. As a real detective I was looking for every scrap of evidence, I wanted to talk to people who were brought up on this literature. Soon I got some useful telephone numbers and started my investigation.

- Darling, it was a great literature! - shouted into a receiver (by telephone) Sonja Chernjak, a retired editor of "Sovietish Heymland", a magazine that was published in Yiddish in Soviet times. - The Jews have always cherished their traditions and that has saved us. We are ancient people, those who entered history together with us - Egyptians, Sumers, and Romans - where are they? Only Jews have survived because they cherished their traditions. It's a pity you've phoned too late, you should talk to..., but now some are dead, others have emigrated, nobody is left...

"Nobody is left..." - that sad refrain appeared in every conversation. I began to feel myself investigating a mysterious continent, like Atlantis, famous for it's past, that, alas, remain only in legends.

- It's impossible that nothing remains! - kept I repeating myself.

Sholom-Aleichem, Lev Kvitko, Ovsei Driz - whom were they writing for? Who were their readers?

The thick volumes on Jewish cultural history suggested rather contradictory information, a great part of which wasn't proved by the witnesses. But gradually a wonderful melody began to appear from this informational chaos - a Jewish tune. I've found what I was looking for! At last!

And now let me share with you my modest achievements.

Let's start with some facts from the history of Jews in Russia.

The Jews lived in Russia for many centuries. They were always considered aliens and were always persecuted for their faith. Their rights were always restricted. For centuries denationalisation and assimilation were the twin features of Tsarist policy towards national minorities. The "Jewish problem" got extra weight in 19th century when after the annexation of Polish territories the number of Jews in Russia considerably increased.

It was at that time that new discriminative laws, prescribing the Jews to settle only in limited number of territories - so called "pale of settlement" - were issued. Only a few Jews could redeem the right to live in big towns and choose "noble" professions - a doctor, a lawyer, a manufacture, a tradesman. The right of Jewish children to study in Russian schools was restricted to a tiny percentage -numerus clausus. Samuil Marshak wrote in his memoirs that at the age of ten he was denied to enter a gymnasium, though he had successfully passed all exams. Jewish population in the pale of settlement, in so called townlets lived in poverty and crowded conditions. The only education available to most of the Jewish children was a primary religious school - kheder.

One should say that discriminative national policy of Tsarism was directed against all national minorities, but only in the case of the Jews it turned into a barbaric cruel form of "pogroms", massacre inspired by Tsarist's government and

Orthodox church . Anti-Jewish prejudices and activity in Russia always emanated from the centre of power. Several waves of "pogroms" that took place in Russia at the turn of the century caused indignation and protests of the pillars of Russian culture - writes Leo Tolstoy, Nikolaj Leskov, Maksim Gorki, Vladimir Korolenko and philosophers Vladimir Solovyov, Nikolay Berdyaev - blamed the cruelty and protested against inhuman policy of the state.

But discriminative laws could not stop the development of Jewish culture. In the 19-th century Jewish literature was bilingual: enlighteners made attempts to revive Hebrew and democrats turned to Yiddish - the spoken language of common people. In towns developed Russian-Jewish literature.

The first Jewish children's books were of a didactic character: textbooks or adaptations of religious texts. The entertaining books appeared later. In 1849 in Russia was published a reading book in Hebrew "Alphabet or Upbringing of Youth" which included stories about children, tales and verse. The main centres for children's publishing were Warsaw, Vilno, and Odessa. There were published series of Jewish tales (series "All Tales of Israel" 1894) and stories for children. Among authors of that time one can name I.Levner (humorous stories), Sh.Berman (biographies of national heroes) A.Ljuboshitski (songs for children). The first children's newspaper in Hebrew appeared in Vilno at the beginning of the century. Some writers for adults wrote also for children - Khaim Nahman Bialik, S.Ben-Tsion, D.Frishman etc.

But books in Hebrew couldn't reach young readers who didn't know that language as their mother tongue was Yiddish. Though few children's books in Yiddish met also great obstacles on their way to readers. Rich people tried to send their children to Russian schools as that gave them better starting positions for future life. Schools in Jewish townlets where poor people lived gave only a minimum of knowledge and children's books were rare and even unwelcomed guests there. The gloomy atmosphere of this schools is described in the books of Sholom-Aleihem (Teacher Boim, The Flag, The Top), Lev Kvitko (Lyam and Petrik) and in the memoirs of Mark Shagall.

So the circle where Jewish children's literature did exist before the Revolution was very little, and it's educational influence on young generation was insignificant. Though it was the time when Jewish children's literature established it's place in a national cultural heritage. It's founder was Sholom-Aleichem, who created wonderful images of Jewish children.

The writer presented the world of a Jewish child with sympathy and respect. His little heroes - Sholom himself, Mottel and his friends, Shmulik - are mischievous and full of inventions and tricks. Their life is not bed of roses, they learn poverty and suffer hardship, but remain optimists. "I'm lucky, I'm an orphan" keeps on saying Mottel and bravely shares the fate of his family and meets all trails and tribulations. Many children's stories of Sholom-Aleihem are predominantly sad: the tragic death of a broken-down old horse that belonged to the water-carrier, the sickness into which under the pressure of his conscience declined the boy who had stolen a penknife, the evil trick that ruined boy's happiness as his new flag was burnt on a holy day.

Jewish children learn at an early age that life is real, life is earnest and a good time is not it's goal. A modern reader could decide that little heroes are deprived of childhood, their life is thrown in one lot with the adult's, there is no place in it for fairy tales and careless plays, from an early age they have to help their parents. All of the children are religious and they live in the framework of ritual, following the life pattern of their parents. Children's fantasy grows not on

fairy-tales but on religious and mystical believes: they do not play fairies and princess, but are looking for a buried treasure that could be reached by masters of Kabbalah. Relationship with parents lack sentimentality. Fathers and mothers do not have cosy conversations with their children, a box on the ear, a slap, a moralistic admonition are the main pedagogical devices. Nevertheless parents pay great attention to children's education, the aim of which is not only literacy but also religious knowledge and learning of national traditions. On one hand the writer shows ignorance and cruelty of teachers, called by pupils "the Murderer" or "The Death-Angel", as punishment was their main pedagogical principle: teaching without flogging was simply unthinkable. On the other hand he shows the respect the Jews have for education, for the book. The father of the young hero of the story "The Penknife" reproaches him for laziness: "The hooligan! Eight years old if a day, and doesn't know enough to sit down quietly with a holy book! You empty-headed little loafer!"

Sholom Aleihem managed to express variety of national character, his heroes are not passive poverty-stricken people, they are longing for happiness and preserve their national dignity. They do not loose their hearts in the most difficult situations, and keep on believing that "it's all for the best". Kind humour and subtle irony that are characteristic features of Sholom Aleihem's have been inherited by Jewish literature.

The fall of Tsarism caused considerable changes in the life of Jews. The provisional government abolished national and religious discrimination and made Jews full citizens. The policy of emancipation was followed by Bolsheviks. Jews as all other national minorities were granted all civil rights. The political improvements contributed to the development of Jewish culture and literature and especially for the preservation of Yiddish as a vehicle of literary expression. At the same time the democratic national policy after the Revolution went hand in hand with anti-religious campaign. Churches and synagogues were closed. It soon became clear that in order to enjoy their newly won emancipation, Jews, as indeed all others, had to abandon most of their traditions, customs and beliefs. So the new Soviet Jewish culture had been cut from it's most important source - ancient faith. Culture and religion of the past were proclaimed by Bolsheviks to be "bourgeois" and "harmful".

But the vast majority of young Jews no longer bound by traditional piety embraced revolution with dedicated enthusiasm: a number of them burst into songs and become it's troubadours (Itzi Harik, Itzik Fefer, David Hofsteyn, Zelik Akselrod). The writers of older generation after coping with ideological crisis, as critics named it, returned to literary activity (Peretz Markish, Dovid Bergelson, Der Nister). The Yiddish literature began to develop rapidly. Some people name the short interval between two wars the golden age of Jewish literature.

A young poet Aron Kushnirov, a soldier in the Red Army, expressed his attitude to the changes in the life of his people:

> ...I do not own, even in a dream, a land of honey and milk. In my soul a little mouse is scraping - father's and grandfather's tune, but the door of my own Sabbath the week has sealed with a star.

Young generation left old settlements, moved to cities, to the big constructing sites and assimilated rapidly. Many Jews got involved in the social and political life. The number of Jewish schools grew rapidly (in 1930 there were 160,000 pupils in them), as well as the number of publications - books and periodicals. State Jewish theatres were organized in various parts of Soviet Union. There were many that considered it to be a real long-awaited renaissance of national

culture. A book of an American Leon Dennen "Where the Ghetto Ends" was published in New York in 1934, the journalist visited Soviet Russia and got exited by the life of Russian Jews. The author reports such data: there are about 30 Yiddish newspapers and periodicals in Russia as well as a number of children's periodicals, that have a circulation of more than 400,000 copies.

Bolsheviks proclaimed their main goal creation of a new culture - national by form and socialist by content. What does that mean? In the case of literature, t.ex., it meant literature on a national language, but representing communist ideas.

A remarkable story told me one of my witnesses - Maya Isaakovna Rodak. In 1927 her parents who were teachers in a Jewish gymnasium in Riga came to Russia inspired by the faith that it was the country of a real Jewish renaissance. Firstly the family settled in Kiev, the girl attended a Jewish nursery-garden, then a Jewish school. At that time there also existed Jewish colleges and Jewish departments in many institutes. The father taught Yiddish in a Jewish school and was among the authors of an Yiddish textbook. Maya Rodak remembered that all teaching was in Yiddish and there were taught also Jewish literature and history, but the content of teaching didn't differ from that in other schools - Russian or Ukranian. So in that case one had also carried out the same principle - education national by form and socialist by content. The level of education was high, children were also taught Russian, Ukranian and German. But did the pupils feel themselves the heirs of the ancient cultural traditions of their ancestors? I suppose they didn't. Children of 20-ies and 30-ties felt themselves soviet, they didn't mind national differences. "What songs did you sing?" - asked I Maya Isaakovna. "The same as other children: about the Red banner and pioneer's life". The bright socialist future, children had prepared themselves to, should have no division into nations and all children were brought up as builders of communism. That was called teaching of internationalism. Children did believe in happy and secure future and didn't look round into the past.

Successful teaching of internationalism as well as crucial changes in state policy caused in the late 30-ies a decline of national schools. Maya Rodak told that in 1934 her family moved to Odessa where at that time were 17 Jewish schools, but in 1937 there remained only one which in spite of the high level of education was no more popular with pupils and parents. Maya Rodak remembered how she with her schoolmates, members of the young communist's link, visited Jewish families and agitated them to send children to the Jewish school but in vain. The adults refused and said: "Do you want to send us back to ghetto?". "So Jewish schools had extinct by themselves", drew a conclusion my witness.

But as long as they did exist Jewish children's literature in Russia had unique possibilities for development: the number of editions had considerably increased, as well as the number of young readers. Writers of the pre-Revolutionary times couldn't even dream about that.

Many Jewish writers made their contribution to children's literature in Yiddish: I.Gutyanski, A.Plater, Itzik Kipnis, Der Nister. Unfortunately most of their works were never translated into other languages and nowadays are forgotten. The real popularity achieved only two poets - Lev Kvitko (1890/93-1952) and Ovsei Driz (1908-1971). Both had got traditional Jewish education, both welcomed political changes in the country and honestly believed in communist ideals, but both preserved the Jewish heritage and represented it in their work. While being socialist by form, they, though in a different way, were national by content, by their mentality.

Their verse was translated by the most talentd Russian translators, by the best children's poets - Samuil Marshak, Mikhail Svetlov, Elena Blaginina, Roman Sef, Genrih Sapgir. I think that each translation is a unique work - a result of a cooperation between the poet and the translator, who is in love with the original text. The skillful translations made Kvitko and Driz popular and loved with young readers of various nationalities. The poets had a great success with Russian audience, they managed to bring a Jewish tune in Russian children's literature.

Lev Kvitko's first children's books appeared in 1920-ies. Only in 1928 there were published 17 his books. Kvitko wrote also for adults, but it was children's verse that brought him fame. At the time of great deeds when all considerable and great was appraised, when art and literature turned to global problems and spoke about World Revolution in "a rough language of slogan" (Mayakovski) poetry of Lev Kvitko attracted by it's intimacy, it's sincere consideration for the tiny aspects of life - for the young trees in the rain, for the lonely fur-tree proud, that the forest take it's beginning with her, for the brave bug that escaped from the frog... Even for political rhymes the poet managed to find sincere human intonation, which is t.ex. characteristic for one of the most famous Kvitko's poems - Letter to Voroshilov, where a young boy with touching naturalness writes to formidable Red general about his wish to become a soldier.

A rare skill to see great in small and ability to share one's discoveries with readers are signs of a real talent. Kvitko wrote for the very young children - from 3 to 7, his verse is very lyrical, he speaks rather about feelings than about events, and that is not typical for children's poetry, which prefers playfulness and entertainment.

Could we find Jewish roots in Kvitko's verse? At first sight Kvitko's poems doesn't differ from the rest of soviet poetry for children. But that is only the first impression. Kvitko's verse is marked by richness of language, which is deeply rooted in national tradition, in Jewish folklore. The poems are full of kind humour and irony as well as of sympathy and love. The poet admires his young heroes, they are the source of joy and optimism for him - and that also reflects a national attitude to children. In the course of history vanished peculiar way of life typical for Jewish townlets, religious traditions had been doomed to neglect and sank into oblivion but the soul of nation survived and sparkles in verse, contributing to it's charm.

Kvitko's attitude to motherland, to native home is also peculiar. For him - a Jew, a representative of the persecuted nation - Soviet Russia became a country where dreams had come true, where his people had gained equality and freedom. The feeling that one is the master of everything, that surrounding world belongs to you makes the poet to admire the tiny features of this world and feel his own responsibility for it. He is like a man who has returned home from a long exile and recognize with admiration tiny scraps of familiar world.

Ovsej Driz approaches national theme in another way. His first books of verse appeared in 1930-ies, but his literary carrier was unusual. In 1934 he entered the Red Army, served on the Western boarder, and returned to literature only in late 50-ies. His first poems for adults were inspired by revolutionary romanticism. His first book for children A Joyfull Baker was published in 1959 in Russian translation and was succeeded by others. The Yiddish originals were published several years later. For many years the poet kept his poems waiting for better days, and so they sprouted as magic seeds and gave wonderful flowers.

Driz' poetry is based on a play, on a tale. His heroes are little fidgets who live

both in reality and in fairy-world where all miracles are possible. Children appear to be main magicians - their imagination can turn soap bubbles into clouds, a little box - into fairy kingdom and a bug - into a king!

The Jewish tune is more obvious in Ovsei Driz' verse: a reader gets aquatinted with several generations of a big Jewish family, could read poetical interpretations of ancient legends. A book "Wise Men from Khelom" creates a poetical image of the past. Stories and poems from that book are full of nostalgia for the world that vanished for ever, they tell about difficult but full of peculiar beauty life of the old Jewish townlet and a constant hope for better days cherished by it's inhabitants.

> Once upon a time there was an old town. As any town it was mostly inhabited by unlucky people. Nothing they put their hands to turned out well... But every morning they woke up with a new hope: may be today the luck will knock at their door. Days passed but everything remained as it was.
>
> But one day a local stargazer announced:
>
> - Butterflies of hope are flying to our town! At midday they'll settle to rest on the town's square. Each of you who'll manage to cover with his hat at least one butterfly could hope that his wish will be granted.
>
> At the daybreak next day people hurried to the square. Everyone had a hat and looked into the sky. At last a light colorful cloud appeared in the distance. It stopped above the town and butterflies started to settle: red, blue, green, and yellow. As if a rainbow descended on the ground.
>
> People sighed from astonishment. In a moment the square was covered with hats. It became so silent that one could hear the clouds floating in the sky. The town caught it's breath. Everyone waited who would dear to raise his hat first. For if you raise your hat, the butterfly could fly away. So the hats remained lying on the town's square.
>
> I like my hat very much. But every time I put it on, I feel a little bit sad - there is no trace of a long ago lost butterfly in it.

A sad tales leads us to the sad pages of our story. From late 30-ies the policy of Soviet government towards Jews changes. One begins to consider everything national to be nationalist and so harmful. Political repressions of the 30-ies, the tragedy of war, anti-Jewish campaign that was unleashed by Stalin after the war - have buried all illusions. Best representatives of Jewish culture were exterminated. Lev Kvitko was executed in 1952.

One should admit with pity that neither political thaw of post-Stalin period nor official state promises could stop the mechanism of anti-Semitism that had been started once again. Butterflies have flown away...

Before the war Jews in Soviet Union could feel themselves equally "soviet" as the rest of population, but after the Catastrophe and post-war repressions, after revival of anti-Semitic sentiments in the society, after experiencing isolation and hostility, they again have felt themselves - Jews and aliens. Russian-Jewish poet Boris Slutsky wrote:

> As I mature and grow older

I regain myself as a Jew...

Once I've stepped with one foot

In a kind of recognition or citizenship,

And now I return to native rootlessness

I return from the point into universe.

The revival of national self-awareness as reaction to oppression aroused interest to national Jewish heritage and at the same time caused straightening of the official national policy. A new goal was officially announced - total denationalization of the society and creation of the united nation - soviet people. New government policy was aimed against all national minorities, and to great extent this social utopia lead to the disintegration of the great multinational state - the USSR - that we all have witnessed recently.

The Jewish theme have been for many years denied official recognition and have been driven back too the margins of cultural life, it could exist mainly in the underground literature and art, or in folklore and anecdotes. The echo of it could be traced in the works of Russian-Jewish authors, for children's literature their names are - Max Bremener, Alexandra Brunshtein, Anatoly Rybakov and a few others. But young readers were no longer naive and an funny question of a hero of a book by Lev Kassil, a little boy who just got to know that there were different nations and he and his relatives were Jews and wanted to know whether their cat was a Jew, too, was met with a sad smile.

Fortunately culture has a unique ability for preservation and revival. The Jewish tune remains in Russian culture, though it is not so loud as before. Unfortunately the revival of classical Jewish culture that have started recently in Russia is orientated on Hebrew traditions and neglects the Yiddish literature of the soviet past. I do believe that this part of national heritage deserves investigation and I hope it will find it's guardians and researchers.

I wish to end my paper by one more tale of Ovsei Driz.

> One day a philosopher from Khelom had found a beautiful bookmark in an old volume - it was a picture of a very beautiful town embroidered with beads. It was not London or Rome, it was - Khelom! The philosopher shared his discovery with other wise men: in past times there town was made of beards! Such a beauty! But the wise men got upset, somebody had deprived them from their wonderful past. The only witness of the former existence of the town of beards appeared to be a little mouse that preserved two black beads - for it's eyes. The thieves didn't find the mice in the dark cellar.

Two black beads - is that all our heritage? Or is it just a reminder that the time to judge and to divide has past. My paper has been devoted to the fate of Jewish heritage in my land, but the problem is wider, and that is not "a Jewish problem". Interaction of cultures, multiculturalism are the important features of the modern world. We turn to the experience of the past to solve contemporary problems. A Jewish poet Shmuel Halkin wrote:

> The glass of my window is transparent and clean - through it you see the whole world: who weeps and who laughs. But when one side of it is covered with silver paint, worth of a penny or a little more - the entire earth

disappears from view, and from the clean glass becomes a mirror; and no matter how clean the mirror, you see in it only yourself.

Let's more often look through the window into the outer world!

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The WWW and our digital heritage - the new preservation tasks of the library community

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Paper

Traditionally the development of libraries is linked with the development of text distribution. The Alexandria library and other early libraries in Africa, Europe and the Middle East as well as early Chinese libraries like the imperial ones, and European medieval monastery and university libraries were all engaged in the acquisition and copying of manuscripts as well as giving access to them. Later the focus of libraries turned towards printed books, and still later periodicals, newspapers and reports became important forms of information for some of them.

Through deposit legislation the national libraries got the special assignment to collect, preserve and give access to everything or almost everything published in each country, that is to those printed texts which have been spread to the public.

To be able to fulfil their different tasks preservation of collections has been essential to most libraries from their very beginnings. Preservation precautions and conservation methods have been developed to take care of manuscripts on silk, papyrus, parchment, palm leafs and paper, printed books mostly on paper of different qualities and to preserve their bindings and covers or produce new ones for better protection.

The development of computers has had a growing impact on both the publishing industry and libraries since the nineteen seventies. The publishers were provided with better and better tools to produce traditional books and periodicals on paper. But from the late eighties you will find a small number (compared to printed

publications) of publications using floppy disks, CD-ROM and DVD as carriers of digital information. The libraries were also early users of computers. They made it possible for them to start a revolution in cataloguing methods and routines. On preservation and conservation, however, information technology so far has only had marginal effects.

Since 1994 information technology has developed very fast in communication. Especially the Internet and WorldWideWeb have risen from an insecure alternative to dominance. The possibility to publish an illustrated article almost instantly and make it available all over the world to anybody equipped with a modem and a web browser, and to do that at a very low cost compared with the cost of producing traditional printed publications, has led to an explosive growth of web publishing.

According to a study by Steve Lawrence and Lee Giles the number of public web pages could be estimated to 800 million in February 1999. So it is safe to say that by now there are well over one milliard web pages published on the Internet. Although the number of printed publications per year does not seem to be seriously affected yet, there certainly has been a tremendous shift of balance between digital publications and paper publications within a few years time.

Among these web publications there is lots of trash, but also material of great value, both to us today and to coming generations of people, who might have a historic interest in what we are doing. It certainly is an important task of the library community to collect part or all of this and preserve it to safeguard access to it for hundreds and thousands of years! Web publications

To be able to preserve web publications it is necessary to know the construction of the WorldWideWeb and some definitions used to describe it.

The WorldWideWeb is a way of viewing pieces of information located in all different places on the Internet as if they were one large indexed document by using hypertext and multimedia techniques. This means that in a way it is impossible to preserve single publications completely because they have links pointing to other documents, which in their turn link to others.

A recent study, Graph structure in the web by Andrei Broder, Ravi Kumar and others, gives a more elaborate picture in the form of a "bow tie", separating the "strongly connected components" from looser ones. In this group of strongly connected web pages it should be possible to get from any page to any other in a small number of clicks. In their investigation of more than 200 million pages 28 percent belonged to this group, the core of the web. They also defined three other groups which happened to be of about the same size, 21-22 percent. From the IN-group you can reach any core page in a small number of clicks, but the links are not going back to them. Probably this group mainly consists of relatively new pages. The OUT-group pages can easily be reached from any of the core pages, but they are not linking back to the core. The third group, called the tendrils, is not connected to the core but to some of the other pages. Completely unconnected in this study were only 8 percent of the pages.

Hypertext mark-up language, HTML, is the language of web pages that makes this possible. An HTML file contains text, layout information, links to images and multimedia and external links (or pointers) to other pages or sites. A web browser is the software you use to download and view web pages. It interprets the HTML and image files and brings them together on your screen.

A web site is a collection of web pages run by an information provider on a server connected to the Internet. It is identified by an address called URL (uniform

resource location) up to the first "/". Here is an example:
www.kb.se/ All page addresses on that site begin with these characters (or to be precise with http://www.kb.se/).

A web page or, as some prefer to call it, a web document is what you download and view on the computer screen after asking for an address (URL):
www.kb.se/oppet.htm
www.kb.se/ENG/kbstart.htm In its simplest form it consists of an HTML file only, but usually the page is illustrated or has some logotype on it. These images are also files with their own addresses. They are automatically fetched by the HTML code. If the page has frames each frame is a separate file.

The home page of a site is the page you get if you address the site without specifying a certain page. Usually it mainly consists of links leading into the web page structure of the site. The larger sites are often constructed with a hierarchy of different catalogues and subcatalogues containing the actual web pages:
www.kb.se/Bus/DC/metadata.htm

The domain concept is needed when you discuss the over all structure of the URL system and web addresses. Highest in rank are the top-level domains. Some are national like .se (Sweden), .uk (United Kingdom), .il (Israel) and .nu (the small island Niue). Others are international like .com (business), .org (organisations).

The top-level domains are each handled by an organisation. You must apply for a domain name for your institution or company and pay to get it registered. I might look like kb.se/ telia.com/ telia.se/ The domain name owner might create subdomains for organisational or other reasons like libris.kb.se/ sbi.kb.se/. Eventually the servers, the machines containing the web sites are named, so the complete site address might look like
www.kb.se/ unow.kb.se/ www.telia.com/ www.libris.kb.se/.

The scope of web preservation

In today's projects you will find two main approaches to the scope of web preservation..

The comprehensive one is represented by the Swedish Kulturarw3 Project, by Brewster Kahle's Internet Archive and, more recently, by the Finnish EVA Project. The scope is to collect everything published on the Internet. These projects are collecting millions of documents. The selective approach is represented by the PANDORA Project of the National Library of Australia and EPPP (Electronic Publications Pilot Project) of the National Library of Canada. The scope is to collect important publications that can be made accessible at once. They are "only" collecting thousands of documents. There is also the Danish way. They changed their deposit law, so that from 1998 web publications matching certain narrow criteria should be given notice of to their national library. The result so far has not exceeded one thousand publications.

An argument for being selective is that you should not spend your limited resources on preserving lots of trash. However, doing an intelligent selection is difficult and researchers in the future will criticise our choices. Even if we try our very best, important digital information will get lost.

Computer storage is getting cheaper and cheaper, while the cost of personnel is not. It might seem a paradox, but it is a fact that the selective projects use more staff than the comprehensive ones.

If selection is made in the indexing process, and not in the collecting process, we have at least saved the publications and the inevitable mistakes we will do, when we select publications for cataloguing and indexing, can be corrected in the future.

The responsibility of web preservation

Who should preserve the digital publications? There are at least three approaches to this problem. One is to put the immediate responsibility on publishers and other institutions as was advocated in the USA by the Task Force on Archiving of Digital Information in 1996. The second is the national approach exemplified by Denmark and by the Australian, Canadian, Finnish and Swedish projects. The third is the international one represented by the Internet Archive.

Long-term preservation should be undertaken by long-term institutions with stable financing that lasts for hundreds of years. To give the task to the national library in each country, widening its responsibility for printed publications to include digital publications, based on rewriting the deposit law, seems to be a good solution for many countries. Collection and preservation is best done at one institution with good recourses, while indexing and selection might be done in co-operation with other institutions.

The institutional approach is not so stable. It also combines badly with automatic, comprehensive collecting of web publications, as each publisher and institution will find their own solution for preservation of their own publications. Links pointing to resources on other sites will not function.

The interactive character of the web pages with links to other pages, regardless of national boundaries, speaks for the international approach. But there seems to be a long road to go before it would be possible to create an international institution for web archiving with long-term stable financing. It seems more realistic to start co-operation between national web archives not only to exchange experience and provide each other with support, but to create a forum for raising questions of standards, exchange formats, communication between the archives, etc.

Waiting for a permanent solution, which seems close in Sweden and Finland, but so far fairly distant in most other countries, institutions, companies and individuals have to rely on themselves if they want to preserve their old web pages. In countries with the selective approach they have to consider if they are content with the selection.

Some challenges of web preservation

One interesting feature of web publishing is that it is so cheap and easy to accomplish. You are not bound to the traditional publishing industry and its routines, obstacles and time-consuming methods. Therefore many people who only were consumers of printed publications now are becoming involved in the production of publications on the Internet. Many become creators of text and images. A new profession of graphical designers of web pages has emerged. The web publishers are so many that there is no statistics over them yet. The number of web sites could however be used as a rough estimate. The figure is to high because many web publishers have several sites. But it is also too low as web hotels may have many publishers on the same site. In Sweden there are today more than 60 000 web sites, about twenty times as many as the traditional publishers. So it is evident that if you want to preserve their publications, you need automatic means of collecting.

If you search for a tree on the Internet today, you will get the whole forest as an

answer. In the long list presented, you are lucky if you find a relevant hit on page seven. This problem will not be less and the list will not be shorter in a historic web archive. Cataloguing, even if it is done at a minimum level, can hardly be accomplished for more than some per mil of the total number of web pages. Therefore, it is important to promote the use of metadata, in order to help and encourage the producers to make their own cataloguing and put that onto the page.

After years of discussion, it seems that the Internet community rallies around the metadata format Dublin Core. The Royal Library promotes metadata by meetings and by information on the web, by having a template for Dublin Core creation, and by encouraging other actors also to provide Dublin Core templates.

Automatic indexing and cataloguing might also be used more for digitised material in the future. There are some rather promising projects going on.

Another feature of web publications is their short life. The average life length has long been estimated to be three or four months. A small internal study made at the Royal Library shows that after a year only one fifth of the Swedish web pages were left completely unchanged, that is they still had the same check sum. About half of the pages had vanished. Their addresses (URLs) did not exist any more. The remaining pages had been changed, maybe just corrected in some detail, maybe filled with completely new contents. The check sum method does not make a difference. A manual study of a small sample suggests that most changes might be fairly marginal and would not affect indexing or cataloguing at all. There is a need for further investigation and analysis into this matter. Anyway it is clear that if you are not quick enough in collecting, many web pages will be lost forever.

Another problem is the lack of a legal framework for web preservation and access in most countries. There is not only the need of revising the deposit law, also the copyright and privacy legislation might be in conflict with web preservation and reasonable studies in the web archive.

Preservation of digital information

I will now discuss long-term preservation and access of digital information in general, of which web publications constitute one subset. The amount of digital information created is increasing drastically. The time when word processors and economy systems were tools to create written or printed documents is gone. Now more and more information is primarily digital. It might be in a text format like MS Word, HTML or XML, in an image format like TIFF or JPEG, in some kind of data base or in a more specialised system. Today not only printouts but also printed reports should often be regarded as secondary forms, which are used to spread the information or a selection of it on paper. Different digital formats like HTML, PDF and reports in Excel could as well be secondary forms to spread the information on intranets or the Internet. But for long-term preservation, most institutions and companies still stick to paper and in some case microfilm, when they are not closing their eyes to the problem.

For long-term preservation of the web it is evident that this is not possible to do. A web page could not be preserved on paper or microfilm because the hypertext and multimedia techniques embedded will get lost and can never be retrieved again. The links will point into the air. Only a shadow of the web pages will be preserved, if their functionality vanishes.

Web preservation is such a clear case. There are so many web publications out there. They are part of our cultural heritage. Their life length is short. They will be lost, if we do not do something. We have to build infrastructures to preserve them

in digital form to preserve contents as well as appearance and functionality. We have to build human and technical infrastructures for long-term preservation of digital information. And this is not so complicated.

It is the digital file that should be preserved, not the media carrying it. In this respect it is easier than paper conservation. If you make a copy of a digital file, you get the original once again if it is properly done.

The problem is the software, to interpret the digits you have saved, when the programmes that created the digits are getting outdated and the systems are shifted. To keep the digital information alive and accessible in the future you have to take care of the document files by converting them to readable formats or by applying emulation software on the original files, a software which functions in the current IT environment. Since the collections of web publications will grow large the methods applied must be as automatic as possible.

So just as you need professionals to take care of manuscripts and printed books by preservation and conservation, there will emerge experts specialised in taking care of digital documents and publications. Today tape robot archives supplemented by large hard disk arrays seem to be the cheapest solution, tomorrow other media will emerge. All file formats must be treated individually and decisions must be made about how and when the documents should be converted or emulation programmes implemented. By conversion the original file must be kept to make emulation from the authentic file possible in the future.

Long-term preservation of web publications is in principle not different from long-term preservation of any other digital information. Maybe the situation is a little easier because over 95 percent of the files, HTML and image files, are in standardised formats. So the prospect of having software reading them in the future is better than in other areas using proprietary software.

When you are building an infrastructure for long-term preservation of web publications you can as well use it for any other digital information. Most libraries have a few floppy disks and some more CD-ROMs in their collection as parts of combined publications or as independent publications, many of them not readable any more. Some libraries and especially the national libraries should investigate these resources and decide if it is worth the effort to convert some or all of them and put them online using the long-term preservation infrastructure. There are also other objects on the Internet than web pages like discussion lists and FTP collections that might be considered as publications. The Norwegian National Library and The Internet Archive have both collected Usenet documents.

I will take another example from the perspective of a research library: what happens to the manuscripts of today? For centuries, The Royal Library has collected personal archives of authors and other persons related to the publication and production of books. These are frequently used sources for studies in literature, art, history and other academic disciplines. Today, the corresponding material is in the author's PC till she or he buys a new computer, when most of it gets lost. Therefore, on the initiative of the author and professor Sven Lindqvist, a member of the library board, the IT division and Manuscripts have just started a joint project to find ways of preserving digital personal archives. Such an archive might include different versions of texts reflecting the creative process, as well as e-mail correspondence and research material collected by the author.

A last example, the results of different digitisation projects constitute another kind of digital collections worthy of long-term preservation if the quality is good enough. Some of them might have images in dying formats that should be

converted. Others might use outdated database software for stand-alone machines and need a data base conversion to become available online. Especially digital images made to reduce the use of fragile originals are worth professional handling. In many libraries the results of digitisation will constitute a large share of their digital collections.

The present situation of web archiving in the world

The first web archiving projects were Electronic Publication Pilot Project (EPPP) of The National Library of Canada which started in June 1994 and the Australian Pandora Project from June 1996. Both national libraries now collect web publications on permanent bases. They have chosen a selective approach and are cataloguing their electronic collections.

In October 1996 Internet Archive started collecting web pages from all over the world in large scale. The archive is a non-profit organisation situated in San Fransisco and founded by Brewster Kahle. Till now they have collected about 1000 million web pages.

In September 1996 the Swedish national library started the Kulturarw3 project aiming at complete collection of Swedish web pages. The regular collecting started in April 1997. Sevens "snapshots" has been taken so far comprising about 35 million web pages. A fairly informal working group Nordic Web Archive started in 1997.

In June 1997 Finland started the EVA project with complete web preservation as one of its goals. They joined the European project NEDLIB, Networked European Deposit Library, which among many other things has the development of web archiving software on their programme. It started in January 1998.

In Denmark they started by revising the deposit law and started a very selective collection accordingly in January 1998.

In France the government have initiated studies preparing their preservation of web publications and several institutions in other countries have also shown their interest in different ways.

I hope that this session will inspire libraries all over the world to raise the question of preserving the web in their countries. There is certainly need for much more co-operation on this issue. My vision is a net of national libraries all archiving their countries' web publications, so you can follow a link on a page in one archive to a page in another just as in the living WorldWideWeb.

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Section on Classification and Indexing. Review of activities, 1999-2000

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Paper

Aim

The aim of the Section on Classification and Indexing is to act as a forum for users and producers of classification and subject indexing tools. Its terms of reference are to promote standardization and uniform application of classification and subject indexing tools by institutions generating or utilizing bibliographic records; to initiate and promote advice on research in the subject approach to information; and to disseminate research results through open meetings and publications.

Working Group on Principles Underlying Subject Heading Language (SHLs)

The Working Group on Principles Underlying Subject Heading Languages (SHLs) chaired by Maria Inês Lopes (Fundação Calouste Gulbenkian, Lisbon, Portugal) published the report of its work in June 1999.

Requirements for a Format for Classification Data

The Section has monitored and supported implementation of the recommendations of the Joint Working Group on a Classification Format of the IFLA Sections on Classification and Indexing and Information Technology. The

chair is a member of the Working Group and has also attended meetings of the Permanent UNIMARC Committee by invitation. Implementation involves modification of the USMARC Format for Classification Data and development of a UNIMARC format for classification data. The work is essentially completed and should be approved at the Jerusalem IFLA meeting.

Committee members mailing list

A mailing list for the Committee has been set up and may used via class@infoserv.nlc-bnc.ca

Guidelines for the construction of multi-lingual thesauri

The Committee initiated a project to draft new guidelines for the construction of Multi-lingual thesauri, to replace the current standard which is now over 25 years old. A Working Group has been set up, chaired by Gerhard Riesthuis (University of Amsterdam, The Netherlands) and an e-mail bulletin board has been set up for discussion. The Working Group will meet at Jerusalem to discuss progress.

Working Group on Subject Access of Web Sites and Digital Libraries

A Working Group on Subject Access of Web Sites and Digital Libraries was set up at Bangkok, under the chairmanship of Marcia Zeng. It has established a mailing list as a forum for discussion and will be meeting at Jerusalem.

Satellite Conference in 2001

The Section is planning a satellite conference "Subject retrieval in an automated world" in 2001 to be held at OCLC, Dublin, Ohio immediately preceding the Boston IFLA. Thanks are due to OCLC for agreeing to host this meeting. A planning Committee has been set up and further details will be available in Jerusalem.

Division project on OPAC displays

Representatives of the Committee attended meetings of the Working Group at the Bangkok IFLA and the Section has maintained involvement in this project throughout the past year.

Programme for Jerusalem conference

The Section has a full programme for Jerusalem.
For the Open Session the theme is "Current issues in subject retrieval" and three papers will be given:

- MOSCHE YITZHAKI (Bar-Ilan University). "A proposed consolidated version of a thesaurus for alternative medicine".
- VANDA BROUGHTON (University College London). "A new classification for religion".
- E. ADLER (Jewish National and University Library, Jerusalem). "Multilingual and multiscript subject access: the case of Israel". A Workshop will be held on "Crosswalks between languages, cultures, religions in classification and indexing".

Speakers will include:

- FRIEDRICH GEISSELMANN (Universitätsbibliothek Regensburg) . "Cross concordances: classification and thesauri".
- JOLANDE GOLDBERG (Library of Congress). "Research at the intersection of terminology and classification: Crossroads for retrieval of religious legal data at Library of Congress".
- PATRICE LANDRY (Sweizerische Landesbibliothek, Bern). "The MACS project: multilingual access to subject headings (LCSH, RAMEAU, SWD)".

Section newsletter

The section continues to publish a Newsletter for Section members, for members of the Standing Committee and for others interested in classification and indexing. Two issues have been published during the current year. This acts as a channel for imparting information about what is happening at national level and for sharing in the experiences of others. It is also an excellent forum for the discussion of matters of international concern relating to classification and indexing. Contributions are always very welcome.

Standing committee membership and officers

Membership of the Section at present stands at 101. The standing committee has 19 members, representing 14 different countries. Ia McIlwaine and Edward Swanson were re-elected as Chair and Secretary respectively at Bangkok, and will serve for a further two years.

Co-operative projects

Ia McIlwaine (University College London) and Edward Swanson (Library Consultant) attended the meeting of the Co-ordinating Board of Bibliographic Control at University College London April 27-28 2000. Ia McIlwaine attended the November 1999 and March 2000 meetings of the Professional Board, in her capacity as Chair of the Division of Bibliographic Control.

The Section continues to cooperate with other IFLA Sections and Divisions and with the Permanent UNIMARC Committee in various projects and activities.

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66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August

Code Number: 133-183(WS)-E
Division Number: IV
Professional Group: Bibliography: Workshop
Joint Meeting with: Education and Training
Meeting Number: 183
Simultaneous Interpretation: *No*

Bibliographical control: self-instruction from individualized investigations

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Paper

I shall be looking at the Workshop theme principally from the experience of the course for the MA in Library and Information Studies, a first professional qualification offered at the School of Library, Archive and Information Studies, University College London. Here we have always taken the view that rather than *"teaching"* students bibliography, we invite them to discover and become familiar with problems and sources via a personalised programme of investigation, and to discuss their findings with each other and with tutors. To concentrate on this course may seem a rather parochial viewpoint, but it does provide a *"case-study"* with which we are reasonably content, and shows how we try to integrate the study of bibiography into trhe curriculum as a whole.

Choosing a viewpoint

Looking at problems of bibliographic control has in the School always been closely associated with the study of cataloguing and classification. Currently they form part of a single module, *"Information sources and information retrieval"*. A key aspect of the course is that each individual student chooses a subject discipline which he or she will then focus on throughout the course. This may be a discipline that formed part of their original undergraduate degree, it may be a subject field that was emphasised in the collections of the library in which they will have spent a year as a member of staff as an essential prerequisite to embarking upon the MA course, or it may simply be a discipline that represents a personal interest. Having chosen their own discipline they will then look at the way in which it is studied, at the way in which sources have

been built up to support that study and at the access to these, and they will also look at the particular problems of retrieving information in that subject. They will for example consider in particular the problems of subject retrieval, look at the treatment of their chosen subject in the major general classification schemes and verbal retrieval systems (DC, UDC, LC, LCSH) and in any appropriate specialised classification schemes, subject headings lists and thesauri that may exist. The intention is not to make the students experts in the bibliographical control of a particular subject, although obviously they will gain considerable proficiency in this: rather it is to get them to look at the whole way in which communication is effected, and how institutional and documentary sources and services have grown up to support a subject in which they have a personal interest. By extrapolation from their experience they should be better able to discern the patterns of communication in other subject fields that they come across professionally; and of course throughout the course they will be sharing their investigations with their fellow students, some thirty plus, and hearing and learning from the experience of other students in the group who will all have chosen other subjects.

The underlying assumption is that in any particular discipline, there will be particular patterns of communication, a particular range of sources, and a particular range of institutions that have grown up to support the study of that discipline. The patterns, the format of the sources, the nature of the institutional support will change over time, not just because of advances in technology although that will naturally be significant, but because of intellectual, and social developments in the subject itself, and it is important for students to get a sense of these changes and of the reasons for them.

With investigating any source (directory, encyclopedia, bibliography, index, whether paper based or electronic) students are invited to concentrate on the two dimensions of content and of presentation. Regarding content they need to ask questions such as: what does this particular source claim to contain? Is this policy made clear? Is the method of compilation of the data made clear (who writes the articles in an encyclopaedia, is there a copy of the questionnaire used included for a directory, what sources are checked by a bibliography?) What are the specifically acknowledged inclusions and omissions (e.g. with a bibliographical service, what are its policies in relation to language, format and date-span of material included?). What are the major unacknowledged omissions? For this of course although students will do their own checking they will also need to be aware or, and to consult, the literature that reviews bibliographies and other reference works. As regards presentation they will be considering the ease with which they can navigate around a source: the layout and structure, the presence of an adequate explanation of the layout and content, the nature of the searching devices provided (are there structured subject sections, what indexes are provided, how adequate is keyword searching, the most likely expedient to be provided in the online environment). How often is the source revised or updated? If relevant, what are the significant differences in presentation and searching between the same source in print on paper and in electronic form?

Overall, students need to remember that no source exists in isolation: for any particular aspect of information in a subject field, there will be a number of sources, and they need to compare these one with another (and it idetify comparisons made by others), to assess how they complement one another, to judge which might be preferable for particular approaches to information retrieval and for particular user groups; which might be first priority in terms of cost/quality/audience to a library wishing to buy, subscribe to or bookmark on screen.

Conducting the study

The study has a progressive structure. Having chosen their disciplines, students first investigate the nature of those who are interested in and concerned with the discipline (the *"research constituencies"*, the *"user groups"*) and this most readily done by investigating the institutional sources which have developed to promote the study of their subject. Depending on the subject chosen, this will include for example: institutions in the educational sector such as university programmes, research institutes; institutions in the government sector, both national (relevant ministries, departments, programmes) and international (e.g. United Nations and its agencies); professional associations; industrial and commercial institutions. To identify these will involve searching a variety of directories, print and electronic. Familiarity will be gained with the nature of the institutions that are important in any particular subject, and the roles they play. One of these roles will often be to maintain a collection of source materials (libraries, archives, museums, galleries); another will be to act as publisher, often for journals and bibliographic services. So in addition to becoming familiar with the study structure of their subject and with some of the key players, students will also become aware of the major source collections and will begin to see the communication structures within the subject and the means of access to these. They will be invited to visit some of the major institutions that they have identified: both physically, given the fortunate fact that University College is located in Central London with an immense range of institutions in most disciplines within easy reach; and in the virtual world via appropriate web-sites. They will have discovered appropriate general gateways such as SOSIG (Social Science Information Gateway; http://sosig.esrc.bris.ac.uk) and ADAM (Art, Design, Architecture & Media Information Gateway; http://www.adam.ac.uk) and will soon find that many key institutions in their chosen field will maintain excellent and ever expanding gateways: two from my own university are those maintained by two postgraduate institutes, the Institute of Historical Research (http://www.histinfo.ac.uk) and the Institute of Advanced Legal Studies (http://www.ials.sas.ac.uk/eagle-i.htm).

The second broad area to be investigated is what might be called the factual content of the chosen subject. What topics do those involved in the subject field actually investigate and write about; and more particularly for the librarian, what are the needs of users for *"quick reference material"* and how well are these needs met by the sources that exist? Students are encouraged to assess general reference sources, e.g. Encyclopedia Britannica by looking at how their chosen subject is treated by them, and of course in the case of a work like EB they take the opportunity to compare searching strategies and speeds of both the printed and electronic versions. They then seek out the most significant quick-reference sources for their specific subject: encyclopedias, dictionaries, handbooks; concordances; gazetteers and cartographic sources; statistical sources; whatever is appropriate to the specific information content of their subject. Parallel to this exercise in the *"Information retrieval"* part of the same module they are investigating the structure of their subject and its treatment in formal retrieval systems such as classification schemes. Both parts of the investigation highlight the particular problems of terminology, of choice of search terms for consulting indexes to a reference source, or for a verbal retrieval system.

The third element to be investigated is bibliography in the narrower sense: in other words access to the *"literature"* of the chosen subject field both current and retrospective. Based upon their investigations to date, students should have been able to have formed a picture of the relative significance of the major sources to those concerned with their subject field and of where the emphasis on

forms of communication in the subject lies. Is it a field, say historical or literary, where archival and manuscript sources remain significant (and where many may well now be digitized and available electronically), where the printed monograph, academic thesis, annual conference and quarterly journal are still important channels of communication? Where there is a continuing tradition of long-standing, comparatively traditional, though probably now available in both print and electronic form, and comparatively infrequently updated bibliographic services such as Historical abstracts, and the MLA bibliography? Or is it a field where much of the debate takes place on electronic discussions lists, and in research reports, and where emphasis is on retrieval, often of full-text rather than merely of bibliographical references, from frequently updated databases? Having postulated the nature of the sources and the communication structure in their subjects, students then build up a picture of the major sources which exist, in whatever medium, to provide access to both primary and secondary material.

They are encouraged to look particularly at bibliographical control of the serial literature, both at the level of retrieving information on titles and on articles. This investigation links across to work that the students will be doing simultaneously in another compulsory module of the MA, namely *"Collection development"* where they will be looking at serials control, developments in the electronic journal, issues of *"ownership"* versus *"access"* and the whole area of document delivery, and becoming familiar with the concept of searching for the reference and securing the text of the selected reference becoming increasingly a seamless exercise. The comparative costs, speed and usefulness to particular clientele of choosing one among competing routes to the same source will be assessed. Other forms of material to which attention is specially drawn are theses and dissertations, official publications, conferences and *"grey"* literature in general. Students in whose chosen subject fields one or more of these categories loom particularly large prepare seminar presentations about the nature of the bibliographic control available.

The wider context

It is of course necessary to provide students with a wider context than that they may be able to investigate on their discipline based approach. This begins with lectures on *"forms of communication"* in which changing patterns of the relationship between authors, publishers, libraries and readers are explored. There are lectures on wider issues of bibliographic control, using the precepts of IFLA's UBC programme as a basis to discuss issues such as legal deposit, production of current national bibliographies, and the creation and maintenance of bibliographic standards such as the ISBNs, Names of persons and so forth. There is a more detailed look at the development of national bibliography in the U.K., the STC, Wing, ESTC, NSTC continuum, and the work of the BNB. There is an outline of the history of some of the world's major library catalogues from their printed past to their electronic present: the British Museum/British Library, the Bibliothèque national de France, the Library of Congress and the National Union Catalog, and students are encouraged to locate and examine, once again looking at content and presentation, the catalogues of major national collections around the world and of special collections relevant to their chosen subject fields, both printed versions if they exist and electronic versions identified from such sources as Libweb: library servers via WWW http://sunsite.berkeley.edu/Libweb/; Webcat: Library based OPACS, http://www.lights.com.webcat/; HYTELNET: telnet access to library catalogs http://www.cam.ac.uk/Hytelnet/ and Gabriel: Gateway to Europe's national libraries http://www.portico.bl.uk/gabriel/en/welcome.html

Additional reinforcement for investigating bibliographic control comes from yet

another compulsory module, *"Information and technology"*. An important component of this module involves practical work in searching databases, practising and comparing techniques such as Boolean and free-text searches. Lectures and practical sessions in this are co-ordinated with those in the *"Information sources and retrieval module"* so that the students will be doing directed searches on factual databases at the same time as they are investigating factual sources for their subject fields, and they will be carrying out work on for example OCLC Firstsearch, the British Library's BLAISE, and the Science, Social Science and Arts and Humanities Citation Indexes at the same time that they are investigating the bibliographic control of the literature of their chosen subjects.

Conclusion

It has always been impossible to *"teach"* about all aspects of bibliography, even before the coming of the computer. Our approach at UCL has been to encourage students to learn by choosing a disciplinary context that is familiar and of personal interest, and then investigating the way that those involved in that context study and communicate, and the structures that have grown up to support that study and communication. As methods of study and of communication change over the years, so the students naturally reflect this in what and how they investigate. The framework remains largely the same: there is a discipline, there are those who study it and produce *"literature"* as the result of their studies; there is an institutional structure which supports and promotes this study in various ways, and there is the need to communicate the *"literature"* to others who are interested. There may be very significant changes over time in any one of these elements: the content of the discipline, the approaches and expectations of those who study it, the nature and activities of the supporting institutions, the way in which the literature is communicated, but the framework remains largely intact, and by looking at the framework in their chosen context students naturally learn about both the current *"information system"* in place in that subject and how it has developed. Rather than setting an agenda for teaching about bibliography and having constantly to change it, successive students each year set their own agendas by choosing specific disciplines, and then asking themselves a series of questions about the content of the discipline, the needs of the researcher, the services available. Which is why the textbook originally written to support this course, Introduction to subject study, by Ronald Staveley, Ia and John McIlwaine. London, Deutsch, 1967, although hopelessly outdated in terms of the examples it quotes from nearly forty years ago, and hardly mentioning a computer from start to finish, still remains a valid introduction to the thinking behind learning about bibliography.

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Annual Conference

66th IFLA Council and General Conference

Jerusalem, Israel, 13-18 August

Conference Proceedings

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Joint Meeting with: -
Meeting Number: 144
Simultaneous Interpretation: *No*

Aspects of serials management in Israeli academic libraries

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Abstract

This paper describes management of Hebrew and non Hebrew language periodicals in Israeli academic Libraries. The Israel Union List of Serials is highlighted and the Israeli approach to electronic journal management is discussed.

Paper

Introduction

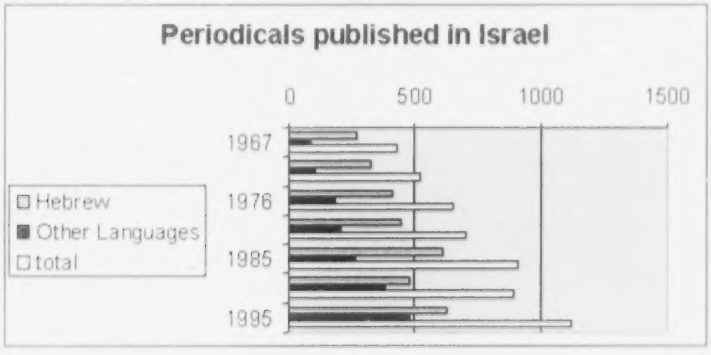
This paper outlines several aspects of serials management in Israel in academic libraries. It also analyzes at some length Hebrew language serials, management of the Hebrew language serials collection and retrieval of articles in Hebrew. Non-Hebrew language serials in Israeli University Libraries are mentioned and the cataloging of Serials in all languages. It also presents the Israel Union List of Serials. Here the active role of the Union List will be highlighted. The final part of this lecture will describe the Israeli approach to Electronic Journal management, including Hebrew language periodicals on the Internet and problems associated with Hebrew on the Internet.

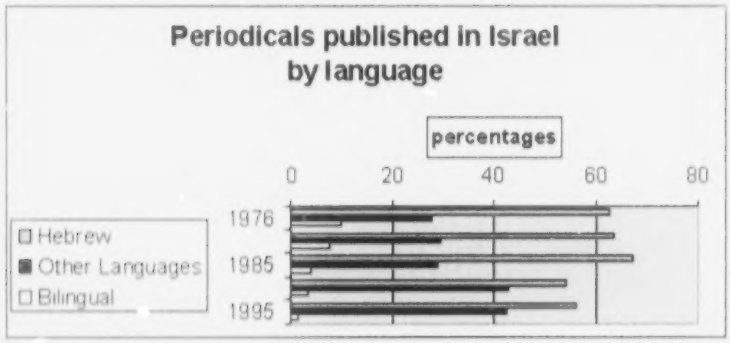
Hebrew Language Serials

The first periodical in Hebrew appeared in Amsterdam in 1691. Since then, many Hebrew language periodicals have been published outside Israel. In Israel, then under Ottoman Empire rule, the first Hebrew periodical, HaLevanon, was published in 1863. The difference in subject matter between the Hebrew newspapers published in Palestine and outside Palestine is striking. The Palestine newspapers reported actual events, while Hebrew newspapers in the Diaspora wrote on educational subjects such as literature, linguistics, bible studies, and the sciences. The style of language is not the same. In the Diaspora, the newspapers used biblical Hebrew, while in Palestine, modern Hebrew was used and the newspapers took as such a active part in the development of modern Hebrew[1].

Today the number of Hebrew language periodicals currently published in Israel is not exactly known. The Central Bureau of Statistics reports a much lower number of current Hebrew journals (629) than is reported by the catalogues of the University Libraries. The figures of the Central Bureau of Statistics rely on the catalogue of the National Library. Two copies of every periodical published in Israel must be deposited in the National Library by law. It is possible that not every periodical is indeed forwarded and therefore the exact number of periodicals published in Israel is not exactly known. For example, the number of active Hebrew periodicals registered in the catalogue of the University of Haifa Library is much higher and stands currently at about 900. The Israel Union List of Serials holds about 5700 journals current subscriptions. This seems too high and may reflect incorrect or missing reports of the participating libraries. Therefore it is assumed that over 1000 Hebrew periodicals are currently published in Israel.

The figures shown below rely on information provided by the Central Bureau of Statistics as it is the only source that provides continuous and systematic statistics of the changes in the number of periodicals that have appeared over the years.





(Source: Central Bureau of Statistics, Daily newspapers and periodicals published in Israel, 1995. p. X)

Non Hebrew Language Serials published in Israel

Although the total number of periodicals published in Israel has continually increased and stands at 1121 (as of 1995), the proportion of Hebrew language periodicals steadily decreased and constitutes to 56% of the total local output in 1995[2]. Many of the new journals established in this period are published in English or Russian.

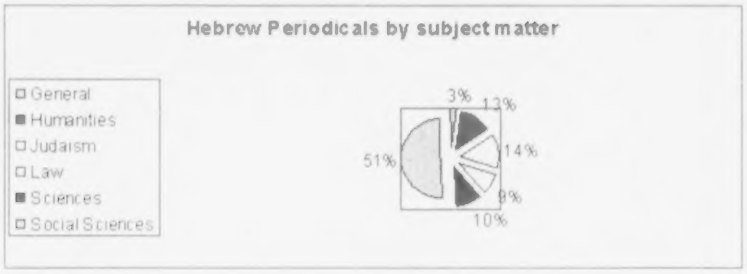
This can be attributed to a number of factors:

Demographic changes - During the 1990s, nearly a million people immigrated to Israel, mainly from the former Soviet Union[3]. The foundation of new newspapers and periodicals in the Russian language was in response to a growing demand. Also the kind of periodicals that were founded reflects the needs of the immigrant population. Most publications are of a general kind and inform on current events in the areas of politics, economics, culture etc.

Academic Trends - Most Israeli researchers prefer to publish in English. The results of their research are then accessible to a much wider audience. Additionally, Israeli Universities encourage their faculty to publish in non-Hebrew language journals. Although publications in Hebrew language journals are recognized, it is necessary for researchers to present their findings in non-Hebrew periodicals for reasons of tenure or promotion. English language serials published in Israel reflect this trend and usually present material from specialized fields.

Subject matter of Hebrew Language Serials in Israel The subject matter of most Hebrew Periodicals is specialized. There are very few serials of general nature, and they usually are the daily national and weekly local newspapers.

Specialized Hebrew serials can be divided into several categories:



Source: Catalogue of the University of Haifa Library

As could be expected, a large number of Hebrew journals are in the field of Judaism (about 14%), but most journals are in the field of the Social Sciences and the Humanities (about 64%). Relatively few exact science journals are published in Hebrew and that can be attributed to the strong preference of exact science researchers to publish in English. The small proportion of general journals (about 3%) results from the fact that the University of Haifa Library does not collect general popular journals. However, the Library collects nearly all specialized journals published in Hebrew, which assists the maintenance of the Index to Hebrew Periodicals produced by the Library.

Management of Hebrew language periodicals

Hebrew language periodicals are published by hundreds of different institutions, government bodies, commercial publishers, political parties and foundations. In order to deal with this large number of suppliers, the University of Haifa Library decided to purchase through a local bookstore for the purpose of Hebrew language periodical acquisitions. This local bookstore was encouraged to supply the Library with all Hebrew language periodical publications it demanded and later started to supply other universities and institutions as well. The creation of a local vendor for Hebrew Periodicals formed one address for acquisition, claiming and payment. This enormously reduced the workload of the Serials Librarian.

However, there are quite a few Hebrew periodicals that are still supplied directly to the Library. These are mainly journals supplied without charge or journals that wish to be included in the Index to Hebrew Periodicals project. These still demand individual treatment and follow-up.

At the University of Haifa Library, the Hebrew Language Periodical collection is set apart from the non - Hebrew Periodical collection and managed like a "Reserves" collection. The reason for this decision is that undergraduate students use the collection intensively as they prefer reading Hebrew to other languages. Also, Hebrew language periodicals are frequently the only source for information on aspects of Israeli society, culture and current events. In addition, the collection is open to high school students and the general public. One is not allowed to take out items from the Hebrew Periodical Area and photocopying machines are placed near the collection.

Retrieval of articles in Hebrew Language Journals

The most common way to retrieve articles from Hebrew language journals is through the online Index to Hebrew Periodicals Project (in short IHP). This Index is maintained by the staff of the University of Haifa Library and covers Hebrew articles from 1977 and onwards. The Project currently indexes nearly 400 journals and its database contains more than 656,000 records from more than 650 journals. The Index has a comprehensive thesaurus of Hebrew indexing terms and is used by many other libraries and indexing projects as well. The Thesaurus contains over 80,000 subject entries using the standard broad/narrow/related term relationship and about the same amount of see references and scope notes.
The Index serves a wide and varied audience and all kinds of libraries such as school libraries, public libraries and academic libraries.

The IHP database is an accumulation of four separate indexing projects all using the same thesaurus:

a. The Index to Hebrew Periodical (1977 - ongoing)

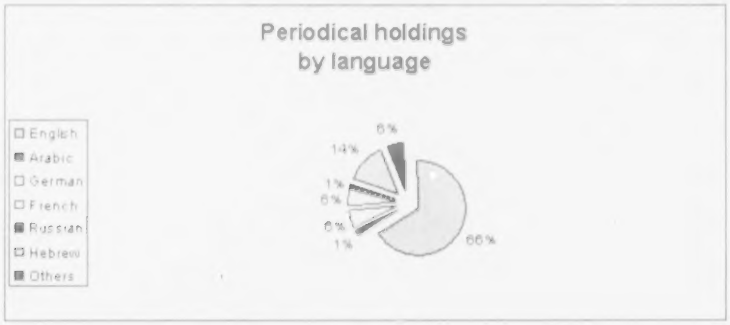
b. The Eretz Israel Data Base - cooperative project with the Library of Yad Yitshak Ben Zvi

c. The Tel-Hai Index to Hebrew Newspapers 1985-1997 (discontinued due to lack of funds)

d. Bar Ilan Indexing Project - Indexes articles in the literary supplements of the daily Hebrew press (1985- ongoing).

Non-Hebrew language serials

Non-Hebrew language periodicals form the bulk of the Serials collections of the Academic Libraries in Israel. For example, the University of Haifa Periodicals collection houses over twenty thousand titles, but only about 14% of these are Hebrew Language serials.



(Source: Catalogue of the University of Haifa Library)

As in most academic libraries around the world, nearly all foreign language journals are acquired through local or international vendors. A very large slice of the acquisition budget of academic libraries goes to the Periodicals Department. Like academic libraries abroad, Israeli academic libraries also have difficulties in coping with the large increases in the prices of serials. An additional strain on the budget is the addition of electronic journals without being able or willing to cancel paper subscriptions. As a result, Israeli academic libraries are constantly

reconsidering their current subscription and sometimes forced to cancel subscriptions as results of these budgetary constrains.

Serials cataloging and classification in Israeli academic libraries

All journals in Israeli academic libraries are cataloged in their OPAC's. However, they are not classified, but arranged on the shelf according to the alphabet. An exception to the rule is the University of Haifa Library. Here periodicals are classified using a system adapted from the Library of Congress. In addition, every journal receives subject headings according to LC. If there is no appropriate LC subject heading for a periodical, e.g. Israeli periodicals, a subject heading is modified.

Israel Union List of Serials

Israeli Union List of Serials (ULS) is maintained by the Jewish National and University Library in Jerusalem. The Union List contains the holdings of more than 170 Israeli libraries. These include the academic libraries, college libraries, government libraries and some special and public libraries as well.

The principle use of the ULS by the libraries is for Interlibrary Loan and Document Delivery purposes. By checking the ULS catalogue, it is easy to see which libraries own certain journals. The ULS database is also used for copy cataloging purposes. If a journal is not located in international databases (usually Israeli and Arabic journals), the ULS catalogue can be a useful source of information.

The ULS has more than 100,000 records and last year about 2,000 new records were added. The participating libraries do not add records themselves, but report to the staff of the ULS. The accounts are then edited by the ULS staff, added to the ULS catalogue and assigned an unique number. After the record has been added to the ULS database, individual libraries are able to edit changes in holdings themselves.

These reports to the Union List must include the ISSN number of the journal. Using the ISSN number, the unique ULS number is then automatically uploaded into the reporting institution's catalogue. By adding the ULS number to the library's catalogue, it is possible to update the library's records using the ULS database. Currently, it is most functional in updating local library records of jointly purchased electronic journals.

Electronic Journals in Israeli academic libraries

With the advent of electronic journals, every Israeli academic library has tried its own approach to manage this new resource. In 1998, the universities decided that it was more efficient and cheaper to cooperate and share resources. This lead to the creation of the Israel Center for Digital Information Services (Hebrew acronym MALMAD). Its purpose is to serve as a joint framework (consortium) for the acquisition, licensing and operation of information services to all the Israeli universities.

For the matter of electronic journals, the MALMAD succeeded in signing a number of contracts with leading publishers such as Academic Press, Springer, Kluwer and others. These contracts grant member institution IP number controlled access to the electronic versions of the journals. In addition to services funded directly from the MALMAD budget, it serves as a joint purchasing agent for services that interest several MALMAD members. In that case, joint purchase can bring significant discounts.
In order to enhance access to these electronic journals, the MALMAD decided to create the Union List of Electronic journals (ULE). This project centrally catalogs all electronic journals available to the MALMAD member libraries, creating both central listings and records that can be uploaded into local catalogs. These records are also added to the Union List of Serials and include links to full text as well as links from the Union List to the Web OPACS of member libraries[4].

There are, of course, electronic journals that are not provided for within the MALMAD framework. These fall into three categories: 1. Purchases of electronic journals by individual universities outside the MALMAD framework; 2. Journals that can be accessed free of charge, providing one subscribes to the print edition. This usually means that the charge for online access is already calculated within the subscription price; 3. Databases such as Dialog that provide the full text of journals as well. At University of Haifa Library, we make a serious effort to catalogue all the journals and thus provide access to a wide range as journals as possible. Except for the considerable cataloging effort, a lot of time is spent on gaining access and working out the technical details.

Below are two examples of access points to electronic journals taken from the University of Haifa Catalogue. The first one shows access using the web module of the library OPAC.

The second shows an alternative way. The systematic cataloging of electronic journals in the Library's catalog makes it possible to automatically generate searchable lists. Alphabetic lists of electronic journals, by title and subject, are generated nightly, incorporating changes made in the catalog during the preceding day. Patrons may browse the lists or search for specific items, using a

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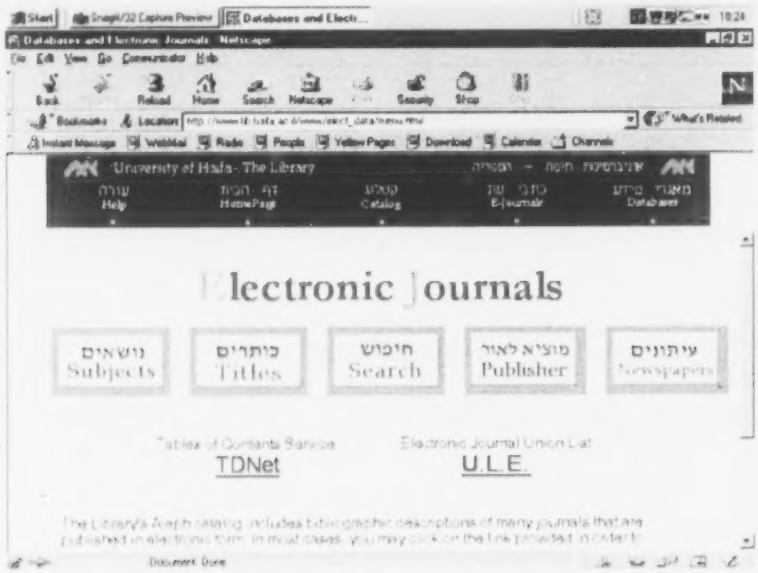
search engine that creates Web pages displaying the records retrieved from the Library catalog.



We can see that the catalogues of Israeli university libraries are the central tool for accessing all kinds of Library resources, print and digital alike, thus creating a true hybrid library environment.

Hebrew journals on the Internet

Access to full text Hebrew periodicals on the Internet is considerably behind that of English journals.

There are a number of reasons for this:

1. The publishers are conservative and think that in this relatively small market, Hebrew Internet publishing will decrease profitability, especially in the face of the costs involved to create online data vis-à-vis the expected profits.

2. Technical problems. Like other non - Latin scripts, presenting Hebrew on the web is problematic. Moreover, two different ways to present Hebrew were developed, one adapted to Netscape browsers and one for Microsoft browsers. Also special fonts have to be installed on the computer to read Internet Hebrew. Printing out Hebrew text from web pages presents more problems to the user, often producing illegible pages.

Therefore, it will not come as a surprise that an important push for the development of Hebrew journals on the Web came from the Universities and government institutions. One of the first to develop and host the electronic version of Hebrew journals was the Hebrew University in Jerusalem with a project called Snunit - "The Center for the Advance of Web Based Learning"[5]. In addition, a number of official government publications are now available on the Internet in full text.

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Commercial publishers do not yet present the complete digital issues of their paper journals on the Web. Many established a web presence, but present selected articles for advertisement purposes. Two daily newspapers are the exception and present same day news free of charge. Access to their digital archives is not gratis.

Conclusion

To sum up, the creation of the MALMAD consortium is an important development in the area of management of periodicals in Israeli Academic Libraries. For the first time, national cooperation was achieved in acquisition and cataloging of electronic periodicals. This opens the way for other cooperative efforts, which may eventually enrich the Israeli academic periodical collection. However important the joint effort is, one should not ignore or dismiss the specific needs of every institution participating in the MALMAD consortium.

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Judaica Collections/Libraries in the DC area

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Abstract

In this session I intend to describe three Judaic collections in the Washington, D.C. area: the Hebraic section of the Library of Congress, the library of the Holocaust Museum as it pertains to Jewish people, and the Jewish Collection at the University of Maryland Libraries, College Park. These are all secular institutions, yet their holdings are substantial, and, in some cases unique, as I will try and show. From Thomas Jefferson's time, the Library of Congress acquired some rare Hebrew Bibles. One can almost trace American-Jewish history by its documents and books. The Holocaust Museum Library is a treasure-trove for genealogists of WWII and was very helpful in compiling my bibliography because the library contains the biographies of women who lived during the Holocaust period. The Judaic collection at Maryland contains enough material, through many donations and purchases, to be a good starting point for Jewish studies. The growing importance of Ethnic studies in the United States has helped to give rise to classes and research in Jewish studies at many American colleges and universities.

Paper

In this session I will describe three Judaic collections in the Washington DC area: The Hebraic section of LC, the library of the Holocaust Museum as it pertains to Jewish people, and the Judaic Collection at the Univ. of Maryland Libraries at College Park.

DC is a city that has libraries for every conceivable government agency and

association, many special libraries: I could go on infinitum. I want to talk, today, about visiting DC libraries from a Judaic point of view. I recently revisited the Library of Congress, in preparation for this talk, and stopped to see the exhibit "Treasures from the LC collection." Among other treasures, were Jefferson's bibles including a rare Hebrew Bible. There are songs written by famous Jewish composers, one is "Long live the land of the free" written by two early American-Jewish composers, posters of Israeli elections, letters from significant Jewish citizens, for example, the manuscript of a letter to George Washington. In his reply to this early Jewish citizen, Washington reaffirms religious freedom in the new country.

Books and newspapers at LC that are in Hebrew, Yiddish or Ladino are in the Hebraic Section, which is part of the Middle Eastern Division in the original Jefferson Building. The Hebraic section receives government publications from Israel (from Israeli Ministries) through an agreement with the Israeli Government.

You may or may not know that everything published in the U.S. that is meant to be copyright is sent to LC for that purpose. This includes many Judaic items in English; requesting them in the Main Reading Room so that you can look at them. You have to obtain a special reader's card to look at books in LC. (see the web site on the bookmark LC is giving you, for instructions.)

One of the main collections in the Hebraic Section is the Yizkor or memorial books - used for genealogy and other research. LC has an important collection. LC's collection, of course, goes back much further than the Holocaust Museum Library-which has to catch up! More about Yizkor books, including what they are, when I talk about the Holocaust library.

LC's web site will tell you not only what books, journals recorded music files LC has but how to get the special reader's card and other instruction for reference and research. If you go to LC's site---you can get to the Hebraic section, or any other Section or Division, for that matter. You will either go the Hebraic Section Reading Room or to the Main Reading Room (Latter, if book is in English and therefore in General Collection, and request that item. The Library of Congress site will give, you quite a lot of necessary, preliminary information. You can go from LC's main site, to the African and Middle Eastern Division, and, from there to the Hebraic Section (easier then typing in its own URL directly.)

Holocaust Museum Library

On the top of the Holocaust Museum, there is a library. The entire museum is an architectural work of art in itself. But we shall focus on the library, which houses an amazing collection of biographies and information on the Holocaust period. The Library was developed to be of assistance to the museum staff: for their exhibits, architecture, etc. Since its establishment it has changed because though their primary concern is still the museum, they do have many other researchers (only library personnel can borrow material) and both researchers and others come to look, for example, for genealogical information or towns that have disappeared.

There are 30,000 volumes, in 18 different languages, including yizkor books-that were written as a memorial when a Jewish person died, especially for a town that may no longer exist or have the same name. There are 12 library staff members, among them 10FTEs and 6 with Masters. Even on weekends there are 2 reference librarians on duty. The archives, however, are only open

Monday-Friday. Anyone CAN use the library-youngsters from about 12 and post-graduate students, and senior citizens (often looking for their own stories) use the library. I know of one Honors student at Md. who did a paper on her grandmother, a Jewish survivor and went there for information. I went there for help in compiling a bibliography on Jewish women. I found biographies and many about Jewish women: doctors, victims, survivors and many women who had been children and the time and were writing their memoirs.

Jewish Studies help to educate people and to understand some actions/reactions to the Holocaust. This is NOT a Judaic collection. In fact the title of this talk should be Judaic collections in secular in situations. Gay & Lesbian Issues, Emigration issues, and lately, disability issues are their purview as well. The museum pertains to the years 1933-1945 which they call, "The Holocaust Years."

In so far as format is concerned, they have many different formats. Many videos which are published on the Holocaust period, periodicals, like their own " Genocide and Holocaust" journal, CDs- as for example, Maus, a marvelous cartoon story about the Holocaust. In the section of their web site they list some frequently asked questions. Often they are verification of quotations like the one by Martin Niemoller or how many Jewish people, gypsies, or Catholics died during that period. The online catalog is updated continuously and is, as is, like the collection, in 18 different languages. Volunteers, as well as library staff, translate many items, both in the library and the archives.

The Judaic Collection at the University of Maryland Libraries at College Park

An example of a Judaic collection at a secular American university, where I, in fact, work as the Diversity Coordinator is the University of Maryland. It serves multiple purposes. Firstly, many American students are interested in knowing more about their heritage. Many students take Jewish Studies as an ethnic study area---or they study more about their religion, which they may have begun to learn about when they were 11-13. Usually, they stop after that, except in exceptionally religious families.

There is some research done at the University - but faculty and others use Inter-Library Loan a great deal and of course because of the proximity of Washington D.C., they often go to libraries like the two I have just talked about. The University of Maryland, like many other American universities, has various ethnic studies classes. So, in a way, you could say that the collection is similar to that of many other secular universities in the U.S.A.

Often, a prominent Jewish family (in Maryland's case, the Meyerhoffs) give their collection or a sum of money to significantly augment the books that the libraries can buy. Also, a faculty member often comes from the area, or gets to know other possible sources of books. Our past Library Director mentioned at a "State of the Libraries" gathering that she wished more faculty were like Dr. Bernard Cooperman. He, she said, "is an example of the support she wished other faculty would adopt. Cooperman asserts that, "you cannot have scholarship where there are no books." The collection serves the research function, but, it is, at this point not very strong in books that are not in English.

Often, books are donated that are in Yiddish, Hebrew, or German, often out-of-print books. Several gifts of books in Yiddish, including the collection of the parents of a computer science professor at our University whose father wrote for the "Jewish Forward." This paper was formerly only published in Yiddish

and was an important means of communication for Jewish immigrants. In fact it was in this paper that many of Isaac Bashevis Singer's stories were first written. At any rate, when I was in New York, I went to see the collection and sensed that it was unique. I told our collection management librarians about it. We had not previously sought collections that belonged to the families of some of our faculty. Yes, of course, we tried to collect papers and materials of famous faculty, but not from the families of faculty members. This faculty member even created a Web Site to be a prototype for future donations of that nature.

Harriet Reiter, my predecessor at the University and an active member of the Association of Jewish Librarians, did a bibliography based on the collection at Maryland. It is a good starting point for Judaic research or for starting a Judaic collection. It is still sold by AJL in its third edition. She also did a bibliography on examples of Arab-Israeli cooperation at Haifa University. For people, at Maryland, whether faculty, staff or students, many of the books and journals can be found in our collections.

In the Maryland Room-which has a great many rare books, I found information about the Cone Sisters of Victorian Baltimore. One was an avid art collector and as such gave paintings to the Baltimore Art Museum. Her sister, on the other hand, was a doctor and was indeed, as they both were, pioneers in their individual way.

Our university libraries are open to anyone, both on campus and off. Our Judaic collection is there for nearby residents or visiting researchers as well. Only in the Maryland Room/Rare Books are there any restrictions. Any can buy a Borrower's card (if not a member of the university) and its open policy - as a land-grant college makes knowledge available to all. As Jefferson said, "To follow the truth wherever it may lead" underlies.

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Bodibeng: To quench the people's thirst from the lake of knowledge.
Creating Bodibeng Community Library in Soshanguve, South Africa.

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Abstract

The building of a new South Africa will only remain a dream if urgent attention is not given to the intellectual upliftment of the people of our country. Poverty, crime, molestation, illiteracy and ignorance will remain a part of life to the people of South Africa if the basic human right of access to information is not providedBodibeng Community Library is situated in the very poor and disadvantaged Town of Soshanguve, north of the Capital City, Pretoria. The illiteracy and semi-literacy rate is 48% and 35% of residents are unemployed. This paper gives an outline of the process of creating a multi purpose Community Library and Information Center with very limited funds. Bodibeng Community Library has become a symbol of hope to many people, previously deprived of hope and dreams.

Paper

This paper aims to represent the perception of a developing second world Country, filled with first world as well as third world elements. In a country

where more than 50% of the people are illiterate or semi-literate, the quest for information and education is very great. The country does not have the resources to fulfill the massive information and educational needs of its people. There are simply not sufficient financial resources to build the Libraries and Information Centers so sorely needed in order to uplift the severely disadvantaged communities and to provide the information needed in order to ensure economic empowerment of the country and its people.

The building visions and programmes followed in fully developed first world countries are just not implementable in South Africa, due to a variety of reasons that will be discussed during this paper. It is therefore necessary to combine technical and academic knowledge with practical implementation in order to create a new model for Library and Information Service rendering in South Africa. Library buildings must be practical, multifunctional and above all suit the needs of its communities. Library and Information workers should work **with** their communities, not **for** them, in order to optimize available resources and facilities.

An increasing crisis is experienced in Public or Community Library and Information Service rendering in South Africa. Library Service delivery in South Africa is based on the organization and delivery of services as inherited from the Anglo-Saxon culture and do not reflect a true African model. The needs of the South African Library and Information client of the 21st Century underwent a drastic change during the previous five to ten years. The emphasis of service rendering has changed. The provision of relaxation material, mainly in the form of books and periodicals, is no longer the main function of the Public Library in South Africa. Clients, who were not allowed access to many of these facilities up to a short time ago, express new needs not previously catered for:

- Provision of study facilities as the majority of the users does not have room, electricity or privacy at home.
- Due to financial difficulties, the majority of students are following a long distance education programme and depends on the Community Library for their educational and study facility needs.
- Provision of reference and other information resources.
- Provision of Information Technology e.g. Internet, Word Processing facilities etc.
- Provision of Computer Training .
- Provision of Adult Basic Education and Literacy programmes.
- Provision of community based activities, focusing on educational support and arts & cultural development.

The reasons for these changing needs can be identified as follows:

- Drastic political changes during the past five years.
- The rapid development of technology is of such a nature that the emphasis of information delivery has shifted in total from the written word in book forms, to that of information technology. The Internet is ruling the world but only 25% of the population of South Africa has direct access to the Internet.
- Roughly 65% of South African citizens are illiterate or semi-literate.
- As the economic situation of the country is deteriorating, members of the community are increasingly depending on Public Libraries for the provision of informal and formal information.
- The problems experienced in the educational system, as well as financial limitations, leads to the utilization of Public Libraries as educational

support institutions.
- Public Libraries are perceived as community institutions, where a wide variety of services can be accessed, mostly free of charge.
- In a multicultural, multilingual and multinational world, plagued by unemployment, illiteracy, violence and poverty, the Community Library is rapidly becoming the Center where the uninformed as well as the informed can gather in their quest for self-improvement and information.

There are numerous other problems facing library and Information Centers. New and existing clients have to be educated and trained in the use of Library & Information Services. The majority of people have to be made aware of the benefits of information and literacy. In a culture dominated by the oral tradition, many people are still negative towards formal education, information and information technology. This is a stumbling block towards economic empowerment and job creation. Finances for the delivery of Community Library and Information Services in South Africa are increasingly being limited in direct contrast to the increasing needs for the extension of Library Services. Existing facilities are not nearly adequate to fulfill client's needs. Serious imbalances exist between the library facilities available in previously advantaged (predominantly white) and disadvantaged (predominantly black & colored) areas. Existing and newly build facilities are not tailor-made to fulfill community needs. Academic and technical models are utilized without taking community needs, political pressure and other practicalities like lack of funding and lack of resources into consideration.

The Bodibeng Community Library, built in Soshanguve north of Pretoria, is one of the largest Libraries ever built in a previously disadvantaged area (Township) in South Africa. The Library is also one of the first completed in the "New South Africa". The Library was planned and is implemented on a typical "African" model, based on community needs as expressed by the surrounding community. This resulted in a highly successful building programme as the process was fully supported by the community, leading to little disruption of the process as often experienced in Townships.

During December 1994 the two towns of Akasia (previously mainly white residents) and Soshanguve were amalgamated. At that time Akasia had 25 000 residents. The Akasia Library Services were still relatively new and underdeveloped. Soshanguve had 437 000 residents. Soshanguve Library consisted of a very small Library Depot, rendering only the most basic library services. This situation towards Library and Information service delivery proved to be most unsatisfactory.

In 1995 a Library Committee was established, consisting of Library management, Community representatives and Political leaders. This committee had to face the following realities:

- Due mostly to political history, but also the high rate of poverty, the residents in so-called townships are used to a culture of not paying municipal rates and taxes. This leads to an ever-increasing lack of finances in Municipal Government in South Africa, up to the point of bankruptcy.
- Soshanguve was a very underdeveloped city, where the majority of the people did not have access to running water and electricity. These services were looked upon as basic services and had to be addressed first. Libraries are looked upon as "nice to have's" by authorities and were not first on the priority list. Authorities were therefore not keen to provide funding for the project.

An awareness campaign was embarked upon to make the community aware of the importance of a Community Library and of the impact such a service can have on the level of education, economic empowerment and quality of living of such a seriously impoverished and disadvantaged area as Soshanguve. This awareness campaign formed the basis for the success of Bodibeng Community Library:

- The community themselves became a driving force and pressure group, forcing authorities to give preference to the project.
- Community members were positive towards the project and involved throughout the process, minimizing conflict situations and ensuring that the Building is suited to their needs.
- The good relations that developed between the community and Library personnel before the Library was even build, ensures a wonderful working relationship and excellent service rendering.

During 1996 an amount of R5 million (less than $1million) was allocated to build the Library. This money was allocated by the Greater Pretoria Metropolitan Council and included everything, even furniture and equipment. Innovative planning had to be done and alternative ways had to be found in order to stay within the very limited budget.

Architect Margo Zietsman, as per requirement of the Library Committee and other stakeholders, finalized the design, focusing on the following principles:

- Multi functional (use of same facilities for various activities).
- Access to public facilities after hours without disturbing the library area.
- Low maintenance.
- Utilizing natural light and ventilation.
- Curtailing of noise levels.

The Bodibeng Library design is currently recognized nationally as a prototype of a functional Community Library & Information Center, catering for all community needs.

Bodibeng Community Library was completed during January 1999 and the implementation phase could start. At the end of March 1999, one week before the proposed opening date, a storm swept Soshanguve, leaving 25 000 people homeless. The newly built library experienced extreme damage as parts of the main roof was swept away. The Library fulfilled its first role as a true Community Center when it was utilized as an emergency Center from where blankets and other emergency provisions were distributed to the Community. Due to the damage, the opening date had to be postponed by two months. This setback was utilized as an advantage and much media coverage was obtained out of this situation. By the time of the opening the 80% of the community was aware of the Library Services and it's aims. Before the project started in 1995, only 5% of the community was aware of Libraries and what it entails.

Libraries are often perceived in South Africa as only being for "learned" or "rich" people. Many ordinary people, especially illiterate or semi-literate, wishing to visit Libraries are intimidated to such an extent that they never enter the Libraries. In order to address this problem, the official opening took the form of a community festival. An open invitation was extended to the community and over 8 000 people attended the festivities. "Pap" (a traditional maize porridge) and "vleis" (meat) was served to everybody. Special attention was focused on children, many of whom have never seen a book. This much

publicized and talked about opening ensured the smooth transition from the building phase into the implementation phase.

Many people attending out of curiosity became most loyal clients. The perception was created that Bodibeng Community Library is there for everyone, whoever they are. The Library is currently visited by an average of 10 000 people per week. The majority of the people utilizing the services have never before visited a library. By merging academic theories, practical implementation and involving the target public to the utmost, this library is currently utilized by various educational institutions as a training library and as an example of a true South African model of service delivery.

Bodibeng Community Library was created from dust into a symbol of hope, living up to its name, fountain or lake to drink from. A much used and modern Community Center rises proudly above the surrounding humble homes, to prove that by integrating dreams, building programmes, enthusiasm, creativity and perseverance, a dream can come true.

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Issues of Authenticity of Spatial Data

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Paper

History

Introduction

When we discuss about *"spatial data"* the image that comes to mind is a map. The map as object is, of course, the result of tremendous data compilation. A standard United States Geological Survey (USGS) 7.5 minute topographic quadrangle covers about 140 square kilometers in my part of the United States. These 140 sq. km. are represented on a piece of paper 56 x 68 cm. The map shows rivers, roads, houses and vegetation at a scale of 1:24,000 or 1 cm = 24,000 cm. The data on the map sheets were compiled over decades, both in the field and in a photogrammetric station. The data on a USGS 7.5 min. topo meet national map accuracy standards. These standards state, for example:

> *"Horizontal Accuracy -- For maps on publication scales larger than 1:20,000, not more than 10 percent of the points tested shall be in error by more than 1/30 inch, measured on the publication scale; for maps on publication scales of 1:20,000 or smaller, 1/50 inch. These limits of accuracy shall apply in all cases to positions of well-defined points only. Well-defined points are those that are easily visible or recoverable on the ground, such as the following: monuments or markers, such as bench marks, property boundary monuments; intersections of roads, railroads,*

etc.; corners of large buildings or structures (or center points of small buildings); etc..."[i]

All USGS maps are printed with, *"Meets National Map Accuracy Standards"* and the seal of the agency. These are clear statements of authenticity, both of the map object and the compilation process. They have served for over half a century to assure the American public of the efficacy of their national mapping program.

Twenty years ago, debate raged over the definition of cartography and maps. The International Cartographic Association (ICA) invited re-definitions of cartography in light of innovations in computer technology. Two camps emerged, stressing the importance of the map on one hand, and the spatial database on the other. M. Visvalingum articulated a middle ground, focusing not on product, but on content. *"If cartography is concerned with the making and use of maps, then it is not just concerned with visual products: it is equally concerned with the processes of mapping, from data collection, transformation and simplification through to symbolism and with map reading, analysis and interpretation. These intellectual processes are expressed in terms of prevailing technologies and computer-based Information Technology is fast becoming the dominant technology of the day."*[ii]

The leap from analog to digital spatial data has been rapid. The inherent nature of spatial data is Cartesian, the points, lines and polygons on maps are imposed on a grid. In fact, the data are collected in the field as numbers in an X/Y, Latitude/Longitude coordinate system. Managing these numbers as digital data is easier than managing them as analog data. Digital cartographic data has been in use since the 1960s, becoming a standard in the past decade with the rapid rise in computing power, the fall in computer prices and education and training of map professionals.

Spatial data

Digital spatial data are generally in three formats; vector, raster and thematic. Vector data are points or nodes linked by arc to represent lines or polygons. This format is most appropriate for line features such as road and hydrographic networks and areal feature like towns, soil types or other geographic areas.

Raster, or image data, is another major format of spatial data. Remotely sensed data such as satellite images, aerial photography, SLAR (Side Looking Airborne Radar) are a major component. Non-image data such as DEMs (Digital Elevation Models), heights above sea level at regularly spaced intervals are also rasters. In addition, paper copies of air photos, maps and plans become raster data when they are scanned. These data become digital spatial objects when they are geo-referenced, linking the rows and columns of numbers to a Cartesian coordinate system. Depending upon the geographic area covered and the resolution of the data, the resulting data files can be very, very large datasets; in the range of 50 Megabytes to several Gigabytes. Color, of course adds to the size and complexity of the data file.

Thematic data that are attributed to features are another level of spatial information. The populations of a town, for example, or its area or tax level are each parts of the digital system. Together vector, raster and thematic spatial data provide powerful tools for analysis and decision making within an system. GIS or Geographic Information Systems have radically effected how we make geographic decisions in the 21st Century.

Integrity of Spatial Data

Determining and assuring the authenticity and integrity of digital spatial information is complex. While spatial information can include cartographic products and attribute data, it always has a geographic component tying it to the earth's surface. Maps, documenting a measurable assurance of spatial accuracy, are fundamental tools of government decision making. In libraries, maps are often the focus of spatial information, and map libraries and collections, either alone or as part of document collections, are often the locus of issues relating to the authenticity of spatial information. In the United States, map libraries often include collections of aerial photography, gazetteer, atlases and guidebooks; and sometimes census information.

Authenticity of printed maps is well established. The United States Geological Survey, the country's primary mapping agency, has legally mandated levels of accuracy and rigid editorial review processes, as have must national mapping agencies. These standards assure accuracy, and integrity. Horizontal, vertical and temporal accuracy are documented, fixed in ink with the information carrier. Spatial information in the United States has given more attention to data quality and spatial accuracy than to authenticity. Anxieties of value and accuracy of the data in the US' litigious society outstripped concerns of data integrity.

Only in the past decade, as the use of spatial data has become ubiquitous in the United States, have issues of authenticity and integrity of data emerged. Spatial data produced by the US federal government are in the public domain. MapQuest, one of the Web's success stories, is based on free federal spatial data. TIGER data, developed by the Geological Survey under contract to the Bureau of the Census created the Topologically Integrated Geographically Encoded and Referenced line feature data at a national scale of 1:100,000. These data began as lines on a map, which were digitized and related to census geographies such as tracts and blocks. In 1990 a free, nationwide set of spatial data were made available to the citizens of the United States. While MapQuest's dataset is generations apart from the '90 TIGER dataset (in fact there have been five subsequent issues of TIGER) they share a common lineage.

One of the complexities of spatial data is that it is not format dependent. The same data can be represented in a variety of ways. For example, here are six graphic formats [not necessarily stages] of the same information.

1. Aerial photographic prints, time stamped, primary, remotely sensed data.
2. Orthographic photography, time stamped, primary, remotely sensed data, projected and geographically referenced.
3. Cartographic line work, secondary, derived from aerial photography.
4. DOQ, digital orthographic photography, time stamped, primary remotely sensed data, projected and geographically referenced.
5. DRG, scanned cartography, projected and geographically referenced.
6. DLG, digital cartographic line work, vector digitized from scanned maps or map separates.

Each of these formats, from aerial photograph, to orthographically mosaiced photograph, to cartographic map, to the digital formats; DLG, DRG and DOQ is a process that looses data. Each step can compromise the integrity of the spatial data.

Data Quality

The overarching issues that have challenged the spatial data community have had to do with data quality and error. Quality is about *"fitness for use."* It has to do with the extent to which a data set, or map output, or a GIS satisfies the needs of the person judging it. Error is the difference between actual data and true data. Error is a major issue in quality. It is often used as an umbrella term to describe all the types of effects that cause data to depart from what they should be. Every GIS action, from conceptualization of the data model to processing of data through to output, has the potential to generate errors and compound existing ones. A user may start with error in one data set (an unreal situation) and through combination with other data sets create an even larger set of errors. The initial error can spread to other data that incorporate the data. The result is information that is less than useful because of the indeterminable compound errors.[III]

The issues of quality and error can be as mundane as the appropriate scale for the task. For example, census mapping in the United States uses 1:100,000 TIGER data. This scale is appropriate for demographic mapping of the nation. Engineers, however use a finer resolution to build a drainage pipe, 1:1,000. Though one can 'zoom' the census data, the scale of the data continues to be its input scale, not its display scale. If the TIGER data are used to site drainage pipe, it could be off by several tens of meters. The census mapping data are not fit for the use of siting culverts.

Data quality, how to test for it and how to assure it,[IV] has been the topic of several international conferences and workshops. Visualization tools allow the discovery and exploration of error, enabling the user to determine the 'fitness for use'. Quality and error of spatial data can have real and drastic affects. Liability is a subject of great interest and concern in the GIS community. If errors or shortcomings have resulted in inappropriate actions or decisions and parties are harmed, the specter of liability arises for dataset and software producers as well as for other parties involved in the handling of geographic information.[V] Managing data quality, rather than authenticity, has so far been the primary focus of scholarly research.

Managing data quality, to date, has focused on lineage and metadata. A lineage is a record of data history that is presented as a descent or ancestry. The example given above: 1.) aerial photographic prints, 2.) orthographic photography, and 3.) digital orthographic photography move the data from analog to digital, from aspatial artifacts to geo-reference data objects. At each step of the process errors are possible, compromising the integrity and quality of the data. Clearly and effectively communicating and documenting those actions in metadata has emerged as a 'best practices' solution.

Metadata

Describing the process steps in a metadata record is a significant portion of Section 2, Data Quality Information[VI] of the Federal Geographic Data Committee's Content Standards for Digital Geospatial Metadata. The section includes repeatable fields for lineage and process steps. The lineage fields provide the data producer a way to document the source of the data, that is which maps or air photos the data were compiled from. It also gives an opportunity to document process.

> 2.5 Lineage -- information about the events, parameters, and source data which constructed the data set, and information about the responsible

parties.
2.5.1 Source Information -- list of sources and a short discussion of the information contributed by each.
2.5.1.1 Source Citation -- reference for a source data set.
2.5.1.2 Source Scale Denominator -- the denominator of the representative fraction on a map (for example, on a 1:24,000-scale map, the Source Scale Denominator is 24000).
2.5.1.3 Type of Source Media -- the medium of the source data set.
2.5.1.4 Source Time Period of Content -- time period(s) for which the source data set corresponds to the ground.
2.5.1.4.1 Source Currentness Reference -- the basis on which the source time period of content information of the source data set is determined.
2.5.1.5 Source Citation Abbreviation -- short-form alias for the source citation.
2.5.1.6 Source Contribution -- brief statement identifying the information contributed by the source to the data set.
2.5.2 Process Step -- information about a single event.
2.5.2.1 Process Description -- an explanation of the event and related parameters or tolerances.
2.5.2.2 Source Used Citation Abbreviation -- the Source Citation Abbreviation of a data set used in the processing step.
2.5.2.3 Process Date -- the date when the event was completed.
2.5.2.4 Process Time -- the time when the event was completed.
2.5.2.5 Source Produced Citation Abbreviation -- the Source Citation Abbreviation of an intermediate data set that (1) is significant in the opinion of the data producer, (2) is generated in the processing step, and (3) is used in later processing steps.
2.5.2.6 Process Contact -- the party responsible for the processing step information.

The field of this set that is most informative is the 2.5.2.1 Process Description. In a metadata record of soil mapping these fields look like this:

Lineage:
Process_Step:
Process_Description:
Field procedures for the second order soil survey included plotting of soil boundaries determined by field observation and by interpretation of remotely of sensed data. Boundaries were verified at closely spaced intervals, and the soils in each delineation were identified by traversing and transecting the landscape. The classification and map unit names were progressively reviewed December 1993.

Source_Used_Citation_Abbreviation: None
Process_Date: 1994
Source_Produced_Citation_Abbreviation: CTDEP2
Source_Produced_Citation_Abbreviation: CTDEP3
Source_Produced_Citation_Abbreviation: SCS6
Process_Contact:
Contact_Information:
Contact_Organization_Primary:
Contact_Organization:
U.S. Department of Agriculture, Natural Resources Conservation Service
Contact_Address:
Address_Type: Mailing Address
Address: 16 Professional Park Rd.

City: Storrs
State_or_Province: Connecticut
Postal_Code: 06268-1299
Country: USA

There can be several Process_Steps, each one documenting change and possible compromises to the integrity of the data.

Issues of Authenticity in Spatial Data

There are three quite distinct technical and social strategies for asserting authenticity: public, secret, and functionally dependent. Of these three, the public methods are most appropriate for spatial data and in particular *"defining metadata structures to carry document authentication declarations or proofs."* [vii]

This paper is most concerned with the authenticity of spatial data, not necessarily spatial information. Therefore the authenticity of a digital surrogate of a map is not under consideration. Scanned historical maps, for example, should be considered as scanned images, not as spatial data. These data objects lacks spatiality, that is, they are not geographically reference. Scanned air photos are the same, however if the scanned historical map or the air photo is referenced spatially as a data object it becomes spatial data.

In many instances authentication of digital surrogates is well ahead of spatial data. Because of the attention spent on spatial accuracy, data quality and integrity, little attention seems to have been spent on assuring the authenticity of the data. There are no digital certificates, watermarks or other markers, nor does there seem to be any interest in that direction.

There is one tradition in the mapping science that does mark spatial data. Surveyors and their associates often stamp and mark their data. Spatial designs done in AutoCAD are printed and the paper copies notarized. The paper copy becomes the copy of record. A digital interpreation of this is making the maps available in Adobe PDF format and marking them. The Environmental Data Resources, inc. scan and make historic Sanborn Fire Insurance maps available in pdf format, marking each *"page"* with:

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Finally, there needs to be attention paid to determining the authenticity of spatial data, both vector and raster data. Onsrud's observation on the liability factor will drive the research into this area, as will the increasing numbers of GIS users and their opportunities for error. Perhaps libraries can assert and leadership role in this area, documenting and archiving spatial data.

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Harmony and progress - 125 years of The Library Association

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Paper

This IFLA Conference is an appropriate place to reflect on the history of The Library Association. In the nineteenth century, in 1877, the LA in the UK was formed as a result of the first ever international conference of librarians. In the twentieth century, in 1927, the LA in the UK celebrated its first 50 years of existence with another international conference, in Scotland, out of which came this International Federation of Library Associations. And in the twenty-first century - in 2002 the year in which the IFLA Conference will return again to Scotland - The Library Association will cease to exist in its present form. It will merge with another professional body, the Institute of Information Scientists, to form a new association for the library and information community in the UK.

Some things change - and some things never change. Libraries and information work have changed many times in their history - continually evolving to meet the changing needs of society; continually adapting to make use of new techniques and new technologies.

But the purpose of libraries, the mission of libraries, does not change - it is, as it is has always been, to give people access to knowledge.

As with libraries, so also with library associations. The purpose, the mission, does not change - it is, as it has always been, to support the highest possible standards of service and of practice. But as society changes, as technology changes, as political and educational and cultural and economic contexts change - so then library

associations (like libraries) must themselves change.

Every institution must reinvent itself - through evolution or transformation - in order to remain relevant and valuable in society. Library associations, like all institutions, must obey the law of evolution: to survive means to adapt.

So what is the story of the survival of The Library Association in the 125 years of life from its formation in 1877 to the transformation that will take place in 2002? Let me start the story with an annual symbolic event. Every year the members of the Association elect a Council to manage the affairs of the Association and a President as the figurehead of the Association. Every year in January the elected members of the Council meet and before the formal meeting begins they drink a toast to the health of the new President and to the harmony and progress of The Library Association. Harmony and progress is the aim - and that is why I have made that phrase "Harmony and progress" the title of this presentation.

In many ways the story of The Library Association is a story of "harmony and progress" - a story of successful achievement and growth: reflecting the solid establishment and development of library and information services in the UK.

When the Association came into being its concerns were threefold: bibliographic activity; the training of library staff; and legislation, particularly that governing the development of public libraries.

These have remained principal concerns - and the story is one of success.

In bibliography the Association has played its part in the establishment of internationally accepted systems of cataloguing and internationally recognised tools for indexing and abstracting.

In terms of legislation and service development the Association has always been active and influential with government in the UK. In the early part of the twentieth century, working with the Carnegie UK Trust, the Association was directly involved in the spread of public library services across the nation - and the Association has continued to have an important advisory role with government.

This year in parts of the UK we celebrate 150 years of Public Library service - the first public library legislation having been passed by Parliament in 1850. This year the Association has worked with government to produce a set of standards for public library provision - the first attempt in our country to define clearly the infrastructure to be expected of a modern public library service. This year the Association has given evidence to a parliamentary committee of enquiry into public library services - and that evidence has been influential in shaping the government's policy for the future of public library services.

This year we have seen the start of the Peoples' Network intended to link every public library in the UK to the Internet and to a national educational network by the year 2002 - an initiative, backed by government investment, which had its origins, in part, in work in which The Library Association was a partner.

That original aspiration back in the nineteenth century to influence government to the betterment of libraries is still a very strong and successful strand of the Association's activity in these early years of the twenty-first century.

Our founders were concerned with the training of library staff - and education and development has been at the heart of the Association throughout its history.

Classes and examinations to promote and shape education and training in library work were begun by the Association in the nineteenth century and, having been granted a Royal Charter in 1898, the Association began, in 1910, its Register of Chartered Librarians - admission to the Register being based then as now on the three criteria of appropriate qualifications, relevant experience, and a period in membership of the Association. The Register remains the benchmark of professional competence for library and information staff in the UK.

Courses were run in partnership with academic institutions from as early as 1902 and in 1918 the first school of librarianship was established in the UK within London University. These early developments enabled our Association and our higher education institutions to respond to the expansion in library and information work in the UK in the second half of the twentieth century so that by the 1980s (when I was teaching in a school of librarianship) there were 17 such schools in different universities in different parts of the UK. By that time the universities themselves had become responsible for examining and awarding their own degrees and diplomas in library and information studies. The Library Association had become an accrediting body - accrediting those courses which lead to qualifications which are deemed acceptable as part of the requirements for becoming a Chartered librarian. The Association is no longer the examining body for courses in librarianship - but it does examine rigorously the submissions made by members who wish to be admitted to the Register of Chartered Librarians.

Through accreditation of courses and registration of members, the Association ensures the quality of professional library and information practitioners. The success of this approach - and the expansion of the profession in the UK in the second half of the twentieth century - is shown in the membership figures of the Association. In 1947 the Association had 1,600 Chartered members; in 1967 the Association had over 8,000 Chartered members; in the 1970s (when I became a member) this figure had risen to around 13,000 Chartered members; and the latest figures show about 16,000 Chartered members out of a total membership of around 25,000 - around 65% of our members are Chartered members: admitted to the Register of Chartered Librarians.

So the toast to "harmony and progress" seems justified - with this story of steady growth in membership, in influence, in credibility and reputation as a profession and as a professional association. Through this story of growth we come to our present position of 25,000 members: of 12 geographical Branches covering each region of England and also the nations of Scotland, Wales and Northern Ireland: of 24 special interest Groups covering the whole spectrum of specialisms within our very broad profession: of strong executive support given by around 80 very diverse and very talented staff working mostly in a corporate headquarters building in London which we own and into which we are currently investing over £1m to extend the building and enhance its facilities: of healthy finances with assets of over £10m and an annual turnover of around £7m: of a tremendous array of professional and commercial products and services and activities, all designed to promote the highest standards of libraries and of librarianship

So The Library Association in the UK is a success story. But is has not always been quite so successful, nor has it always been harmonious. There has been discord and disagreement. In its early days the Association seemed concerned more with the great cultural institutions of London than with the spread of municipal and county public libraries, much to the discontent of the public librarians of the day. In the middle period of the twentieth century the Association seemed primarily concerned with public libraries, much to the discontent of librarians working in industry and commerce - which is why in 1926 the Association of Special Libraries and Information Bureaux was formed; and in 1958 the Institute of Information Scientists was established.

Sometimes groups have formed outside The Library Association - like the Institute of Information Scientists, or the Standing Conference of National and University Librarians or the African Caribbean Library Association: all groups of librarians in the UK which are separate from The Library Association, all of which work closely in liaison with the Association.

The history of our profession in the UK is like a kaleidoscope - continually forming and reforming new patterns in our professional community.

Sometimes groups formed outside then reform inside the Association. In the 1920s the Byelaws of the Association were revised to permit unification with the previously separate Association of Assistant Librarians and the previously separate Scottish Library Association. In the 1980s the Royal Charter of the Association was amended by a supplemental Charter of 1986 in order to recognise explicitly the expansion of our profession to include work with information as well as work in libraries and thus pave the way for unification with the Institute of Information Scientists.

It is perhaps indicative of the struggles with bureaucracy and inertia and vested interests which often lie behind that appearance of "harmony and progress" that it will take from the mid 1980s until 2002 to reach the moment of unity between the Association and the Institute.

A recent review of the history of our profession in the UK concluded "rarely has British professional librarianship been at ease with itself". Behind the harmony and progress there has always been discord and disagreement.

- Between London and anywhere outside London which sees the Association as centred too much on London
- Between public librarians and other library and information professionals who see the Association as centred too much on public libraries
- Between library and information professionals and frontline library assistants who see the Association as centred too much on the profession rather than the whole of the library and information workforce
- Between librarians and information scientists who see the Association as centred too much on traditional librarianship and not enough on modern information management
- Between those who love the book and those who have embraced technology
- Between those who define a profession in terms of knowledge and qualification and those who seek to appoint staff on the basis of experience and competency
- Between the men who traditionally have dominated the positions of power and influence and the women who make up the majority of the workforce and membership.
- Between the traditional structures of British society and its institutions and the cultural diversity of modern British life which is not yet adequately reflected in the work and the workforce of many of those institutions
- And sometimes between the membership of the Association and the management of the Association.

In 1945 and again in 1982 the membership at large expressed through General Meetings its lack of confidence in the Council and the management of the Association. I can speak from experience of 1982 when the Association's members commissioned an independent management audit which found that the Association's financial systems were inadequate, the Association's organisational structures were dysfunctional, the Association's commercial activities were uncompetitive, and the Association's public relations activities were ineffective. At that time there was a clear breakdown of trust between the organisation and many of its members.

It is much to the credit of my predecessors (including the IFLA Secretary General, Ross Shimmon) that the crisis-ridden organisation of 1982 has become the strong and healthy organisation which I inherited last year. This is to the credit of the staff of the Association - and it is also to the credit of leading members who have worked hard for the Association because of their belief in its value and their commitment to its survival.

So then - what themes emerge from this story of The Library Association over what will be 125 years of history?

First, we may aim for harmony and progress - but there will always be struggle and disagreement and discord. In this context the first requirement for any association has to be clarity of vision and strength of purpose. The success of The Library Association in first establishing itself was very much because of strong leadership: with the prominent librarians of the day being prepared to commit their time and energy to their association. Linked to leadership and strength of purpose is a preparedness to make difficult choices and to risk controversy by reshaping the association to meet or to anticipate changing circumstances. That is why the history of The Library Association is a history of continuous kaleidoscopic change - in its constitution, its structures, its activities.

In modern times the Association has experienced a number of fundamental changes. In the 1960s institutional members surrendered their voting rights and their seats on Council and provisions were made to make Council representatives of individual members from all parts of the profession. Ever since the focus of the Association has been on individual membership rather than institutional membership. In the 1970s the Association transferred responsibility for its library to the British Library and the collection of resources has now been transferred physically away from The Library Association's headquarters into the new British Library building. We are now considering a new form of library and information service for the profession using technology and a distributed network of resources working in partnership between The Library Association, the national libraries, and a number of universities. In the 1980s the Association sold its various indexing and abstracting services to commercial interests because the investment needed to safeguard the future of these important bibliographic tools could only come from commercial interests with the development of electronic publishing in a global market place.

In the 1990s the Association built up a portfolio of income-generating products and services in order to broaden the Association's financial base, reduce dependence on income from membership subscriptions, and support a wider range of activities by the Association on behalf of its members.

Now in the early years of the twenty-first century we are transforming ourselves once again - a new Charter and Byelaws to enable unification with the Institute; a new approach to professional qualifications to recognise the changing landscape of education and training in the UK and also to introduce a system of periodic revalidation to ensure the currency of professional competence of Chartered members; a new Corporate Plan and a revised organisational structure to give greater clarity and direction to the work of the Association.

A library association - any library association - is a complex entity: in our case in the UK a mix of registered charity, professional body, membership association, commercial enterprise, policy think-tank, development agency, Chartered institution, UK organisation, and global brand-name. The complexity and diversity is illustrated by the fact that only around 30% of our 80 staff have a background in library and information work: the other 70% come from a wide range of different administrative,

technical and professional areas of expertise.

In this context of complexity and diversity we need clarity of focus and direction. For us in the UK that is provided by focussing on our members. We deliver our mission - to raise standards of service and practice - through our members. We are governed - in our Council and our Committees - by our members. We provide products and services for our members as our primary customer base. The unifying factor - that which gives common purpose to our varied endeavours - is our members.

So the message which I want to share with you reiterates something I said at the start of this presentation. Some things change - and some things never change.

Libraries and information services exist to give people access to knowledge. That is the contribution which our profession makes to society. This does not change.

Library associations exist to promote and support the highest standards of practice and the best quality in delivering service. That is the contribution which organisations like The Library Association make to our professional community and thus to society. And this does not change.

Our value in society is constant and the values for which we stand - values of freedom, integrity, mutuality, accuracy, honesty in our dealings - these also are constant.

But to deliver our mission, our purpose, our value, our values in a world of change - we must ourselves seek constantly to evolve, to re-invent ourselves. To survive does mean to adapt. Just as we seek to support continuous improvement in the standards of our profession - so we must also strive for continuous improvement in our own activities.

That is why the history of The Library Association seems to be a never-ending process of forming and reforming: reforming the Council; reforming the Committee structure; reforming the way we organise the staff and the business; reforming what we do and how we do it.

That is why The Library Association will merge with the Institute of Information Scientists in 2002. That is why we are currently restructuring the organisation and rebuilding our headquarters building. That is why we are investing in technology to develop an electronic association as well as a physical association. That is why we are introducing a new process of policy development designed to strengthen our influence with government and other interested parties. That is why we are reshaping our framework of qualifications and continuing professional development; and why we are introducing a process of periodic revalidation in order to consolidate the position of the Charter as the benchmark of current professional competence. That is why we are reviewing our structure of geographic Branches in the light of devolution by government to the home nations and the English regions. That is why we are working to reflect more fully within the Association the cultural diversity of our society. That is why we are speaking up strongly with employers about the value and status and salaries of librarians and information workers. That is why we are working in partnership with other bodies to encourage innovation within the library and information sector and to promote the positive contribution made by library and information services to the cultural, educational, economic, social and democratic well-being of society. And that is why we are working with the international community through organisations like IFLA.

Because what we do is worthwhile. Libraries can make a positive difference in society. And we can make a positive difference for libraries and librarians.

Successful survival for The Library Association from the nineteenth century to the twenty-first century has been about constancy of mission, clarity of vision, the courage to make difficult decisions, the willingness to change, the resilience to keep going, the recognition that to survive means to adapt, and the strength of purpose which comes from knowing that what we do is worthwhile because, ultimately, the profession we support and the people we serve make a positive difference to the quality of people's lives.

Thank you

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The World Bank: Partner And Provider of Development Information

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Abstract

The World Bank Group is a non-profit international organization founded in 1945 which provides loans, grants, and development assistance to developing countries. Through a new concept, the Comprehensive Development Framework, the World Bank seeks to make a wide variety of people and groups in borrowing countries full partners in the design of projects in order to enhance development aid effectiveness. The World Bank seeks further to involve partners in the launching of a new Internet portal site, The Global Development Gateway, which would bring together collaborators on the best of development knowledge. Other information initiatives underway to share the World Bank's global development expertise include the Archives of Development project, the World Development Sources, and others available via the organization's web site.

Paper

Background

The World Bank was founded, along with its sister institution the International Monetary Fund, in 1944 at the Bretton Woods Conference. It opened its doors as the International Bank for Reconstruction and Development (IBRD) in 1946:

a public sector institution owned and governed by national governments, which also has governments as its clients. From its inception the World Bank provided both intellectual products, such as ideas, information, policy influence, as well as flows of financial resources. "One of the continuing challenges for the institution over the years has been to find and sustain a proper balance between the Bank's intellectual products and its resource transfers." [1] The defining characteristic of the World Bank has been its simultaneous focus on poverty alleviation both at the country and regional level, in the form of project lending coupled with technical sector expertise.

It is often forgotten that the first loans made by the IBRD in 1947 were non-project reconstruction loans to France, Denmark, the Netherlands, and Luxembourg for post-war infrastructure rehabilitation. However the IBRD soon shifted its focus to Third World development, as the reconstruction work was absorbed by bilateral programs such as the Marshall Plan. The period of 1949 through 1959 saw the World Bank concentrate primarily on infrastructure projects: roads, dams, bridges. 1960 marked a turning point with the creation of the International Development Association (IDA) which increased the number and range of the Bank's clients. IDA members are composed of the poorer countries who need credit but cannot afford market interest rates. The money for IDA project lending is put up and replenished by Bank donor countries, primarily OECD-affiliated countries. The creation of IDA both protected the IBRD's creditworthiness and also broadened the Bank's lending into sectors such as agriculture, water, education, health which are in need of project lending.

The period of 1968 through 1973, when Robert McNamara was President of the World Bank, was characterized by a massive increase in support and the status of research within the institution. Basic economic research increased in order to "provide analytical guidance to the institution's regional and country policy economic staffs." [2] The 1980s saw the creation of structural adjustment loans and sector adjustment lending which used program loans to encourage reforms in a country's economic and sector structures. These loans, by necessity, were accompanied by an increase in programs and projects with participatory approaches, collaboration with non-governmental organizations (NGOs) and civil society groups. While structural adjustment lending had many advantages, in the 1990s there was a renewal of the mission of poverty alleviation as central to the Bank's role. However the relationship between participation of country stakeholders and the quality of Bank projects came to the forefront during this period. "There were sound reasons to expand the participation of beneficiaries if project effectiveness was to be improved", especially in projects in agriculture, health, population, nutrition, low-income housing, water and sanitation, where success rested as much in changing behavior as it did in constructing physical infrastructure. [3]

There are two additional parts of the World Bank Group, as it is now known: the International Finance Corporation (IFC) and the Multilateral Investment Guarantee Agency (MIGA). The IFC was created in 1956 in recognition of the critical role the private sector plays in poverty reduction by driving overall growth and job creation. The IFC fosters economic growth in the developing world by financing private sector investment, mobilizing capital in international financial markets, and providing technical assistance of governments and business. It provides loans and equity finance for business ventures, thereby helping to demonstrate the profitability of investment in those countries. [4] MIGA facilitates investment in developing countries by providing investment guarantees against non-commercial risks such as currency transfer or war. In

addition MIGA offers technical assistance by disseminating information on investment opportunities and help with investment promotion through its IPAnet web site (www.ipanet.net).

The 1990s also saw a significant internal debate on project quality. A Portfolio Management Task Force issued a report in 1992 which was critical of the supervision of existing projects, especially in infrastructure lending to state-owned monopolies, and faulted the institution for a preoccupation with new projects relative to managing already approved projects in various stages of implementation. It was noted, however, that judgments made only cover up to the point where the Bank's involvement ends and that the true value of a road, school, or sewage systems may just be beginning. [5] The World Bank has an Operations Evaluation Department (OED), formed in 1983, whose function it is to monitor the quality of Bank projects (web site: http://www.worldbank.org/html/oed/evaluation/). In a retrospective study covering 1983-1993, OED judged 86% of all Bank projects (and 90% by value of the loans) to have achieved their major objectives. [6]

In 1996 the World Bank and the International Monetary Fund jointly launched the Heavily Indebted Poor Countries (HIPC) Trust Fund to free the poorest countries of a debt-rescheduling cycle which constrains development (www.worldbank.org/hipc) The focus of the HIPC program is comprehensive poverty reduction. To this aim, the World Bank and the IMF are currently sponsoring a series of Poverty Reduction Strategy Papers in order to identify, through research and in a participatory manner, both the poverty reduction outcomes a country wants to achieve and the policy changes, institutional reforms, programs and projects needed to succeed. The focus will be on helping to prioritize planning by the World Bank and the IMF together in order to achieve the highest impact on poverty in a particular country.

The tenure of James Wolfensohn as President of the World Bank, beginning in 1995, has been characterized by an opening of the Bank to a wide variety of development partners and by knowledge management, a significant internal effort to capture and utilize the tacit knowledge developed over the years by the staff of the institution. The study of the Bank at its 50th anniversary noted its emphasis on remaining a strong "purveyor of development wisdom, disinterested, practical, accessible, respected for the depth of its technical expertise" [7] A number of recent initiatives are bringing together the Bank's development knowledge and its enthusiastic and systematic embrace of partnerships.

Comprehensive Development Framework

In 1999 World Bank Group President James D. Wolfensohn introduced the Comprehensive Development Framework (CDF), a new approach to development which builds on the many lessons in development cooperation the Bank has learned over the years. It seeks a "better balance" in development efforts by emphasizing the interdependence of various elements in development: social, structural, governance, environmental, economic and financial. The key principles of the CDF are country ownership of the policy agenda, partnership with all stakeholders, and a holistic approach to development built on national consultations. President Wolfensohn said: "it is clear to all of us that ownership [of development efforts] is essential. Countries must be in the driver's seat and set the course."

The CDF will enable the Bank to move away from a primarily project-oriented

approach toward a more programmatic and holistic approach, sharpening its role as a provider of overall strategic advice to its clients. "The CDF Bank will continue to help clients mobilize resources, but will also focus more on helping them access knowledge, build capacity and devise overall development strategy. "[8] Central to this is fostering global "communities of practice" so that the Bank Group and its clients can share knowledge and learn from each other.

The Comprehensive Development Framework (http://www.worldbank.org/cdf/)is developed on a country-by-country basis, with thirteen countries participating as pilots. Of particular interest to the IFLA 2000 audience will be the fact that Jordan and the West Bank and Gaza are participating CDF pilot countries. In each pilot country, led by their government and supported by World Bank, efforts are being made to capture both the strategic priorities of the country (what are the key determinants of poverty there?) and information on the stakeholders and partners (what actions by the public, private, and civil sectors can have the greatest impact on poverty?) through a series of national consultations. Special consideration is made of the need to ensure that these consultations include the poor and "voiceless." In addition to these analyses made by the countries, partnerships among aid organizations active in each country are an essential element of the CDF. Increasingly, aid coordination meetings among bilateral and multilateral aid agencies are being held in the CDF countries to allow more participation by civil society, private sector and other stakeholders with improved transparency to citizens. Cooperation with UN agencies is stronger in CDF countries as a result of this consultation process. For example in the West Bank and Gaza, lead donors play a coordinating role through on-going sector working groups in order to reduce undue duplication while lessening the burden on weak administrative and implementation capacity in the country. The involvement of NGOs and civil society in the West Bank and Gaza has improved the credibility of the development projects. The CDF approach assumes also that the parts of the World Bank Group such as the IFC and MIGA will also operate in a more coordinated way across countries and within countries as they each work with different, but now interrelated groups of stakeholders.

Global Development Gateway

A collaborative initiative is underway to create an Internet portal site, the Global Development Gateway, to complement and leverage existing efforts of various groups of the development community. The Internet is a fast-growing medium of information exchange and, increasingly, a place to conduct business. The Global Development Gateway, envisioned to be an independent not-for-profit consortium, will be a premier development portal, harnessing knowledge and technology for sustainable development and poverty reduction. The portal, responding directly to country needs, will increase access to information and training, make development agencies accountable through transparency, match ideas with money, and share emerging innovations and best practices. Flowing from the concepts of partnership, collaboration, and interdependence of development solutions of the Comprehensive Development Framework, the Global Development Gateway will deploy the collective assets and capabilities of the wider development community. The site will offer access to high-quality development information, facilitate access by developing country governments, entrepreneurs, and civil society organizations to the Internet and to knowledge tools, and serve as a platform for local and indigenous communities to formulate and disseminate their own development projects. Promoting existing networks and contributing to the creation of new networks for development practitioners, as well as facilitating interaction

between the private sector and civil society on a global scale will create an environment for flows of information between North and South as well as South to South .

As we information professionals well know, there is already a proliferation of information on the Internet, and the development community is no exception in having created a plethora of web sites of relevant information. From commercial sources such as the Economist Intelligence Unit, Reuters, etc., public sites such as the Organization for Economic Cooperation and Development (www.oecd.org), the World Bank (www.worldbank.org), United Nations Development Program (www.undp.org) , Canadian International Development Agency (http://w3.acdi-cida.gc.ca/index-e.htm) and others, and academic and NGOs such as OneWorld (www.oneworld.org), and ELDIS (www.eldis.org), not to mention a variety of academic sources, there are many sites on the web where one can search for economic development information.

It is envisioned that the Global Development Gateway will be comprised of five main components, produced and maintained by different groups, specifically targeting the particular information needs identified above. The five components will be: 1) The Aid Effectiveness Exchange; 2) The Private Sector Marketplace; 3) Civil Society and Community Networks; 4) Country Gateways , and 5) The Development Clearinghouse. These spaces will feature expert guides and advisory services, on-line forums, e-Procurement, sources for development jobs, aid contracts, and small-scale funding, guides to volunteering, training and educational services, and customized news and information sources.

Aid Effectiveness Exchange

The Aid Effectiveness Exchange will address the challenge of harmonization of different major data sources on development activity and provide resources for distilling and sharing of best practice." [9] The foundation of the Aid Effectivess Exchange will be a central database of official development information compiled from the resources of development aid agencies worldwide who choose to contribute. A virtual one-stop shop of development aid flows, project descriptions, economic indicators and data, organized by country, region, and economic sector, the Exchange will be searchable to allow comparisons of aid implementation and progress. This will build on the work of the International Development Information Exchange, INDIX (http://indix.org/) In addition to the database the Exchange will have a matchmaker feature for funds from various donor sources to be matched with development proposals from any source. In the collaborative spirit of the site the Exchange will also feature a forum to develop communities of practice of like-minded development practitioners to share experiences and lessons learned through interactive discussion.

Development Marketplace

The Development Marketplace will facilitate participation by the developing world 's private sector in global investment, trade, finance, procurement, and other commercial activities by serving as an on-line bulletin board of investment opportunities, contracts, business proposals, procurement opportunities, and investment regulations for the local private sector and foreign investors. The web-based Marketplace will include a variety of features. Putting UNCTAD's foreign direct investment statistics on-line will allow users to analyze investment flows at the country and regional level. An on-line toolkit

for investment promotion intermediaries, similar to MIGA's Investment Promotion Network: IPAnet (http://www.ipanet.com/) but also including selected reference sources relevant to investors as well as distance learning courses targeted at new staff at IPAs. There is a proposal to upgrade the current United Nations publication Development Business to allow subscribers to receive, via e-mail, procurement notices of only those products, countries, regions or institution categories they specify. Other plans are underway to provide educational resources for governments and vendors to expand their understanding of the use of e-commerce and resources for small businesses who are seeking to sell to governments and others. Finally, the Global Development Gateway would also offer a market for small grant proposals from NGOs, community groups and others.

Civil Society Forum and Community Networks

The aim of the Gateway is to promote and build on the many existing networks and portals, while contributing to the creation of new active knowledge communities and networks. This component of the Global Development Gateway would be a vehicle for facilitating full and active participation in the development process by civil society organizations working with local communities and vulnerable groups by providing them with effective tools, resources and practical know-how in their search for solutions to reduce poverty; giving voice to civil society to influence development policy and actions, and supporting the generation and sharing of grassroots knowledge. The interactive features will allow users to identify and contact others working on similar projects and to brainstorm on challenging issues. Expected tools might include a database of funding opportunities, a directory of Civil Society organizations, a marketplace for project proposals, and on-line training tools for community action, as well as a common platform to capture local knowledge.

Country Gateways

The concept of the Global Development Gateway recognizes that much of the information needed for development and for investment, as well as dialog about development, is country-specific. "Country Gateways will help countries realize the potential of the Internet by building a strong network of development communities on the web." [10] National governments have the need for a presence on the Internet to promote exchange of knowledge, ideas, expertise, and commercial opportunities, but often lack the expertise to create such web sites. The Country Gateway portion of the Global Development Gateway will consist of technical assistance in building country web sites to target specific country needs. These Country Gateways will include customized features such as information on national, regional, and local development goals and strategies, collaborative workspaces and networks for national dialogue and exchange of views among development stakeholders and opportunities for local agencies, development banks, and NGOs to put up information about their development activities. There will be a rich set of links between the country gateways and other components of the entire Global Development Gateway, with information and date flowing in both directions.

Government Area

The Government area aims to serve the knowledge and communications needs of government officials at the national, regional, and local levels in order to contribute to the quality and efficiency of government. Its principal objectives will be to provide a space for governments to contribute their first-hand

knowledge and experience by providing information on best practices, data for analysis and benchmarking, tools for problem-solving as well as e-government applications.

Development Clearinghouse

Underlying the above structure will be the Development Clearinghouse, bringing together central information sources for development solutions to fight poverty: a compilation of databases and solutions on development needs and progress in national information stores, bilateral and multilateral agencies, private commercial sources, and NGOs. The information resources in the Development Clearinghouse will be drawn from a variety of web and non-web resources on development topics. A distinguishing feature of this part of the Gateway will be not only information customized for specific user groups, but also expert guides to specific topics recruited from around the world to provide real answers

World Bank Archives and Archives for Development

Of particular interest to the IFLA Government Information and Official Publications Section is the projected opening of the World Bank Archives and the Archives for Development (http://archives.worldbank.org) At the time of this writing (April 2000) the Archives are awaiting approval from the Executive Directors of the World Bank for an open access policy; this policy presumes disclosure and most records would then be available for research after a twenty-year waiting period. Currently the Archives material is classified as "Official Use Only" and as such is normally available only to staff within the World Bank Group. However individual member of the public may be granted access, on a case-by-case basis, to specific records for the purposes of scholarly research. Typically this research involves study of member government relations with the World Bank Group and/or the financial community, economic history of member countries, major development initiatives, regional development issues, etc. "The primary records containing the World Bank Group Archives are the Operational Correspondence files for each country which contain general information about member countries and detailed information on each development project carried out in the country. The Operational Correspondence files are a source of historical information on the country economy as a whole, as well as the status of particular sectors of the economy, such as transportation, education, health, infrastructure, etc. The project files reveal the rationale for the project, the proposed solution for the need, the process of negotiations between member governments and the Bank, the conditionalities required for financing, the implementation and supervision of the project, and the completion and final evaluation." [11]

The Archives for Development project envisions using the Internet to link the catalogs of the archives of a number of development organizations and national governments of member countries, and thus provide users with seamless global access and a single entry-point to a more comprehensive database of development information. This project promotes recognition of archives as essential repositories of national, regional, and local information which are key to open societies where citizens can participate fully in their governance. As a number of organizations, committed to greater transparency and accountability, are beginning to open their archives to public access, the World Bank is planning to join them and will soon be making a catalog of its Archives available via the World Bank web site. While developing this major partnership project, the World Bank is focused on expanding the digital availability of its

reports and other sector and economic documents that have been declassified and made public since the mid 1990s. [12] The Archives for Development project is currently seeking partners in developing countries and development institutions willing to link to their on-line finding aids, catalogs, and access points via Internet links.

Other World Bank Sources of Development Information

While the Global Development Gateway and the Archives for Development are projects in the making, the World Bank itself is currently providing a wealth of development and country information. The World Bank web site (www.worldbank.org) contains country economic and social statistics, under the heading Research , project documents in the World Development Sources section, as well as a wealth of information on the many specialized poverty alleviation initiatives the Bank is undertaking.

For example, researchers and practitioners interested in World Bank activities in the region where IFLA 2000 is taking place can find information on the Mediterranean Development Forum partnership (www.worldbank.org/wbi/mdf), comprising 10 Middle East and North African think tanks, as well as the UNDP and World Bank Institute. This partnership is dedicated to providing regional policy support to development practitioners by means of an ongoing dialog on the region's development agenda. In addition, the World Bank provides the framework for its newest grant facility, The Post-Conflict Fund as well as knowledge resources on its Post-Conflict Reconstruction work which includes significant project activity in the West Bank and Gaza. Conclusion

The World Bank is a major provider of information on development based on its fifty year history of economic development project lending. As the new millennium begins, the Bank seeks to work in partnership with the public and private sector and civil society to harness the Internet and other new technologies to enhance collaboration and effective use of resources to improve the well-being of poor people around the world.

Footnotes

[1]Kapur, Devesh and John p. Lewis, and Richard Webb. The World Bank: its first half century, vols. 1 and 2. Washington, D.C.: Brookings Institution, 1997, p.5.

[2]Ibid., p. 17.

[3]Ibid., p. 40.

[4]The World Bank annual report, 1999. Washington, D.C.: The World Bank, 2000, p.xiii.

[5]Kapur, Devesh and John p. Lewis, and Richard Webb. The World Bank: its first half century, vols. 1 and 2. Washington, D.C.: Brookings Institution, 1997, p.43.

[6]Ibid., p. 41.

[7]Ibid., p.48.

[8]Scaling up: a Bank Group Strategic Framework, January 10, 2000. Washington, D.C.: The World Bank, 2000, p. I.

[9]Global Development Gateway: Draft Concept Note, April 4, 2000. Washington, D.C.: World Bank internal paper, p.4.

[10]Ibid., p. 5.

[11]Prototype for World Bank Archive web site. Internal use only.
[12]Ibid.

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Special interest collections- the origins and activities of casa shalom - the institute for marrano-anusim studies", gan yavneh israel 70800

Gloria Mound
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Paper

The origins of the work conducted today at Casa Shalom are perhaps unusual ,but is an entity that has within a few years made considerable strides, having become both internationally and academically respected and a clear example of how from unexpected events can emerge a catalyst to unique and important research.

The whole concept was initiated almost as a holiday hobby in the Spanish Balearic Islands of Ibiza and Formentera, known as the Pitiuses Islands, in 1978, when it emerged that within these backwaters Jews had been protected by the Islanders and survived after the expulsion in 1492 until modern times.

As Jewish customs and ritual were discovered, as well as documents, which included a 14th century Megilla Esther, (now being restored by the Spanish Government) and four buildings that had been secret synagogues, some in use until the Civil War in 1936, the importance of the discoveries began to be appreciated more widely. Within a few years the research expanded to the larger Balearic Islands of Majorca and Minorca. In March, 1984, I was invited to give a paper on my findings at the 4th Judeo-Spanish Conference at Glasgow University which resulted in the interest of that university's then head of Hispanic studies, Professor Doctor Nicholas Round. MBA., who offered to supervise the research. In 1988 I was nominated by Glasgow University to be an Honorary Research Fellow , Department of Hispanics and this has been renewed annually since and now

confirmed until the year 2003. This recognition of the Casa Shalom research set us on the road to acceptance by other academic bodies has since grown considerably to the present time. Today, we are very proud that Prof. Round who is now Head of Hispanics as Sheffield University, sits together with the present Head of Hispanics at Glasgow, Prof. Paul Donnelly, on the Board of Casa Shalom.

Shortly after my attendance at the Judeo-Spanish Conference, it was decided to further the project, seeking out a hitherto unknown history of the secret Jews in the smaller Balearic Islands, by living there for a period of 12 months before immigrating to Israel; giving up our home in the U.K.. Finding there was so much unchartered information to navigate , the proposed single year stretched to three, before making Aliyah in August 1988. At this stage, other than being willing to acquaint anybody who would listen to our findings about Marrano life and customs in the areas we had lived and studied in, we envisioned that all the research was finished , but along came Mr. Neil Davis, of the J.N.Davis Foundation in London, to view our then quite tiny library, who immediately promised to finance the project for one year if we would agree to continue researching and maintain our contacts with the people of the Islands. So, settling in Gan Yavneh, the research and documenting continued and with the subsequent support from the Schalit Foundation, to whom all connected with Casa Shalom will be eternally grateful. Such valuable assistance enabled research in Spain, Portugal, U.S.A., Canada, The Caribbean, South America and Africa, all culminating with meetings with people from hidden Jewish origins and the collection of data about past and present communities and individual families.

When the Institute for Marrano-Anusim Studies was finally formed in 1994, Elie Schalit agreed to become Chairman of the Board, and likewise Mr. Davis's positive enthusiasm did not abate. These gentlemen's desires for the further study of Crypto -Jews was compounded as a number of other interested international prestigious individuals, who demonstrated their willingness to serve on the Honorary Board. In addition local volunteers came to assist in translations , and general office activities. Much time and effort is given over to E-mail enquiries and help with Genealogical searches as we hold considerable and unique Onomastic,(family names) dossiers and have published accordingly. To all questions we reply as helpfully as possible, using our unique data base. Because of our limited budget we are forced to cease after initial answers unless the enquirer becomes a member of Casa Shalom. The membership charge being very small. We have a sliding scale starting from only $36 per year, which includes our free journal and reduced rates for other publications and off-prints. We are always most careful to be discreet and keep the privacy of those that desire it.

Visitors have been welcomed from all over the world, many from families of hidden Jewish background, desirous learning more about their Jewish heritage. From our Institute's limited resources ,books , Mezuzahs, Tallasim, candlesticks, Hebrew textbooks, etc., are often requested and sent to many parts of the universe. There are plans to hold more Seminars ,open days and tours to places of Jewish interest ,some hitherto unknown.

While each area of the research has a distinctive personal history, the constant theme has been the tenacity of the Jewish faith. Today, whilst perhaps not large by comparison with some, a unique library and photographic collection as well as audio cassettes and archival material has been amassed during numerous travels and researches. Except for a small amount of secretarial help all other assistance including my husband and me , is given without salary. Adding information on a daily basis, as well as aiding those who seek answers to questions on Jewish identity and ritual occupies many hours. . We at all times endeavour to assist scholars and students with information. Frequently the enquirer's initial question to

us leads in turn for our research data to be further enriched about Marrano life and practices. Over the now nearly thirty years since the onset of the investigations , we have contributed to a number of prestigious publications, including the Encyclopaedia Judaica Year Book ,as well as attendances at innumerable conferences in Israel and abroad. The fact that we are able to supply so much firsthand personal material has meant that our lectures have proved very popular, making history come alive to all levels of audiences, both for adults and children or where there are problems of Jewish identity. A large number of papers on all facets of Marrano-Anusim studies have been published and more are forthcoming. These include happenings in those areas affected during the Holocaust and how refugees fleeing the Nazis were helped by local secret Jews. Close attention to this facet of WWII studies will be continued and made available in forthcoming publications

In 1997 the first of The Casa Shalom Member"s Journals , was published and received many accolades for its high standard and value of new material therein. Whilst originally we had not envisaged to have the means to distribute the magazine without charge to all levels of Institute membership, thanks to the support of the Mayor of Gan Yavneh ,Mr. Moshe Alkesiasi , and his local Council, we managed to continue to repeat this in all subsequent issues. Our Journal has in addition to supplying academic information proved to be a lifeline to so many isolated Marranos-Anusim in many parts of the world, or indeed anyone interested or involved in Crypto-Jewish studies. It is the plan of the Casa-Shalom Control Committee from this year onwards to publish more than one edition annually, but naturally this depends on realising our aims to increase membership and so strengthen our financial base.

Our main project these past three years has been the previously unrecognized early Jewish immigration to Florida. The majority of this influx took place from the northern Balearic Island of Minorca in 1768 during the time that the British occupied both Florida and Minorca. Our total findings to date have pushed back the hitherto accepted Jewish history some one hundred and fifty years. In this connection we have found that a large proportion of the excess of one thousand immigrants who travelled and suffered terribly upon arrival were just one or two generations away from ancestors who had been in trouble with the Inquisition in the Balearic Islands and carrying with them to their new homes many Jewish practices. In a few cases, at the other end of the spectrum we have been fortunate enough to trace the present day descendents of some of these families and again find an amazing continuance of Jewish ritual and observance, some today leading open Jewish lives. The researches have been done with the closest encouragement of the Schalit Foundation and in association with the University of Miami's department of Jewish Studies, headed by Professor Henry Green, who has been a powerhouse of motivation. We now hold a very large amount of archival material on this subject at Casa Shalom, showing important historical links to nearby American States like Louisiana and also to Cuba and Jamaica . From these areas new data continues to arrive all the time. We are deeply indebted to St. Augustine, the oldest city in the USA., which has shown such a positive interest in our researches and where so many of the Minorcan immigrants finally settled.

Our library is at present housed in space totally inadequate for its needs, nevertheless it contains many important and rare items, about Crypto-Jews not only in Hispanic countries, but also in places like Iran and Sao Tome Y Principe, the latter being two Islands off the Gulf of Guinea, where two thousand children between the ages of two and twelve years of age were taken in 1493 from Lisbon as slaves, yet five hundred years later some vestiges of Jewish awareness and practices remain amongst these children's' descendents.

In Israel , in addition to Adult lectures a number of classes have been arranged in schools on the subject of Crypto-Jewish life with great success. Many children of immigrants to Israel are from a totally secular and mixed marriage background from the former USSR and endure serious identity problems. We are proud to help such students understand their heritage. With almost equal appreciation the lectures, always accompanied by unique slides and usually also musical and interview recordings, have had even greater successes in Europe, USA and Canada where presentations are now being given twice yearly. For example we have one audio cassette of a dying Spanish woman saying the Shema. This rendering of the most sacred Jewish prayer , recorded by the lady's grandson who was anxious to prove to the Rabbinical authorities that even though he had no papers, his mother's family were Jews. The question of those in such situations who wish to return to open Judaism and lead a fully observant Jewish life is difficult and complex, but happily in the last few years our representations to better acquaint the necessary authorities about the history and situation of Anusim are bearing fruit. Classes both residential and non-residential have been set-up by the Israeli Government and Rabbinical Councils, to help those who wish to formally convert or take what is known as Shuvah (return) to Judaism Courses in Israel. Considerable amounts of careful contacts and administration are very necessay to make sure that the person planning to come to Israel is going to be suitably placed .Usually a preparatory visit too is advised if at all possible .All this involves much arranging and often expense on the part of Casa Shalom.

Another project that has been deeply appreciated has been our Passover Sederim in Ibiza . Thanks to the American Joint Committee who supplied the matzos , and other supporters who assisted with other costs we were able to restart such events that we had initiated whilst we lived on the Island from 1985-1988, resuming with enormous success these Passover activities in the years 1997-98-99 ,but having used so much of our funds on other researches we were sadly unable to manage it this current year, which meant that some twenty five persons missed out on a personal Seder, and some forty families went without matzos., but we trust that by next year our financial situation will have improved with sufficient new members to have the backing for us to resume again, hopefully this time linking up with Marrano-Anusim in Minorca. The Passover activities are a totally 100% Kosher event. We transport all the necessary Rabbinically supervised items from Israel, part of which incurs heavy Customs duty payments. Unfortunately although we have endeavoured to encourage the local people to conduct their own affairs and arrange a Seder themselves this has not been possible, and the few persons who were there and capable have now moved away ,some coming to Israel with our help.

SHORT RESUMÉ OF CASA SHALOM HOLDINGS
Asterisk * denotes that personal testimonies are also held.
General and Anglo-Jewish History

1st.edition Jewish Encyclopaedia and other sets. of early and modern Encyclopaedias *Research papers and photos of the late Rabbi Abraham Chaitowitz, recipient of the first United Synagogue (UK) Sir Robert Waley- Cohen Memorial Travelling Scholarship Prize in 1973.These papers include much material concerning findings in Churches and Monasteries on the Spanish mainland as well as Majorca.

Bevis Marks, Records of Births Marriages & Deaths from inception of the Congregation of Spanish and Portuguese Jews in London from 1660 until 1901.

Transactions and index of the Jewish Historical Society of England. * Extensive Anglo-Jewish and Colonial books and Archival material, including hitherto

unknown Jewish settlement in town of Banbury, UK.

America.
*Marrano families in New Orleans.
*Florida Papers relating to early settlers and most important items relating to the Minorcan

Immigration, Jewish practices, including details on persons who later left for Cuba and other places in the Caribbean.

We also hold several testimonies about Crypt-Jewish practices in the S.W part of the USA and Puerto Rico.

Mainland Spain.and Canary Islands/Maderia.
*Lucian Wolf and Haim Beinart's works on the Jews of the Canary Islands.
*Jews and secret practices ,persecution ,Inquisition, Food etc.
*Papers relating to Jews in the Canary Islands/Cape Verde etc.,both past and present.
*Holocaust Studies in relation to Spain, Portugal, Libya and Marranos in this period.
*Statements from Marrano families.

Balearic Islands.
Copies of Jewish Land Sales and disputes prior to the official dissolution of the Jewish Community in 1435 , from the Santa Clara Convent . (Partly in Hebrew) Palma de Majorca.

Movements of secret Jews from Majorca to Salonika.
* Lives and ritual amongst the local secret Jews in Majorca known as Chuetas.
*Minorca Genealogy files, showing links to New Zealand and USA.families

Copies of old Ketuboth.of Palma-De-Majorca.

Copies of 14 pieces comprising 85% of a total 14th.century. Megilla Esther,now being restored by Spanish Government.
*Balearic Periodicals/newspapers/old films/photos inc. Freemasonry/guide books/.

*Walter Benjamin's , Raoul Hausman's , Elliot Paul's sojourns in Ibiza 1932-36.Activities of the Nazis in Majorca and Ibiza both pre- Spanish Civil War and post WWII.
*Information and works pertaining to the life of Baram an Israeli painter and his artist wife Bella Brisel during their lives in Formentera in the 1950s-60s and 70s.Baram received the first officially permitted Jewish Burial in the Pitiuses Islands for 500 years. Later buried on the Mount of Olives Jerusalem.
*Works of Isadoro Macabich Llobet./ Juan Mari Cardona prime historians of Ibiza and Formentera.
*Papers relating to Prince Luis Salvador of Hapsburg's life (1847-1915) and works on the Balearic Islands ,and many other places he visited and had homes. In all his travels he paid particular attention to a country's Flora and Fauna. Records of his finding of secret Jews in Ibiza. His unusual and somewhat bizarre friendship with Nathanial Von Rothschild of Vienna. Copies of 17 Letters by Rothschild to the Prinz. etc.

Works of Nito Verdera and Rafel Bauza Socias and their theses that Columbus came from the Balearic Islands and was a secret Jew.
* denotes publications of Gloria Mound and Casa Shalom on the above subjects.

* We hold Slides, Cassettes.Films.,photos on most of the above subjects, including a number from pre-Spanish Civil War in 1936.
*Photos and Testimonies of Republican bombing of the Battleship Deutschland in Ibiza harbour in 1937.
*Papers of family of Chief Rabbi of Bulgaria ,Rabbi Moritz Grunwald, who was selected to be Chief Rabbi of the UK in 1892, but never took office because during the visit he succumbed to the flu and died. His son and grandchildren lead secret Jewish lives in Ibiza From 1932 until modern times.

Portugal.
Archival material on the Islands of Sao Tome Y Principe, including . some from Inquisition Archives in Lisbon relating to the sending of 2000 Jewish children to the Islands a slaves in 1493 and the residue of Jewish customs still remaining.

Information on past and present Portuguese Communities ,both open and secret .

In conclusion I would like to say…. We are a recognized non-profit organization ,who aims to reach out to those of Jewish and non-Jewish origin who desire to know more about their Jewish heritage. We provide a hitherto unavailable facility , but only connect members to each other if BOTH sides wish it. The Institute welcomes members to visit the Library by previous appointment. We have no lending facilities, but will gladly provide Bone- Fide members even by post with photo-copies at very low cost as not all who enquire from us have access to a Computer.

I thank you for your attention and trust that this presentation will have been of interest and which will be a catalyst to our being of service and we look forward to welcoming you at Casa Shalom in the not too distant future.

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Could this be the beginning of a beautiful friendship: a comparison of the description and access to the object of interest between the libraries and archives

Eeva Murtomaa
Helsinki University Library
Helsinki, Finland

As a member of IFLA Working Group on Functional Requirements and Numbering of Authority Records (FRANAR) I have had an opportunity to attend twice the working meetings of the ICA (International Council on Archives) Committee on Descriptive Standards. This Committee revised the General International Standard Archival Description, ISAD(G). The second edition of the ISAD(G) is the result of a five-year revision and commentaty process. It will be published in English and French at the International Congress on Archives in Seville, Spain 2000.

During the meetings I realized, that the libraries and archives have the same goal , that is to create user-friendly ways to find and obtain access to information. According to the ISAD(G) "the set of general rules for archival description is part of process that will make possible the integration of descriptions from different locations into unified information"

Why not co-operate to reach this goal together ?

Let's do our best for finding a deeper semantic interoperability between libraries, archives and also with museums. We have to create tools, standards and interfaces to make the systems to co-operate in searching and record transfering. With international standards like the Z39.50 applications we can have transparent access to wide variety of dissimilar systems e.g. of libraries and archives, even if these organisations are not using the same rules or formats internally.

Why and how to find hoards?

Let's image that the user looking for illustrations about Christmas will find the below record from the library catalogue

The Christmas birthday story / by Margaret Laurence ; pictures by Helen Lucas. - New York : Knopf, c1980. [32] p. : col., ill. ; 22 x 28 cm.

I am sure, that she or he would be very happy to discover that the original pictures and additional information about the pictures of the Christmas birthday story belong to the York University Archives in Canada. In the archival database the material concerning the whole of the records is given on the fonds level: Helen Lucas fonds (fonds). The series-level information contains The Christmas Birthday Story production records, and finally the item level relates to The Christmas Birthday Story itself.

In the same way, the patron interested in the North Polar Exploration Stories of Robert E. Pearcy would be delighted to know that "The Robert E. Pearcy Family Collection" at the US National Archives includes 32 linear feet of photographs, maps and charts, and textual records.

So, the question is: how can the user have simultaneous access to all kinds of material irrespective of its location. Could we find a common, "core level" of description containing the areas/elements needed, that the user could find, identify, choose and obtain the relevant documents.

Tools for description and conceptual data modelling

General International Standard Archival Description, ISAD(G), General International Standard Bibliographic Description, ISBD(G), and The IFLA Study on Functional Requirements for Bibliographic Records, FRBR

For creating "a core level" of description I made some comparisons of existing standards and looked at the existing "crosswalks" between library and archival standards. (See Appendix) In this connection The IFLA Study on Functional Requirements For Bibliographic Records (hereafter FRBR) could not be surpassed, because it contains quite many principles in common with the General International Standard Archival Description, ISAD(G) .

All three documents mentioned above are based on accepted theoretical principles. They present a conceptual data model or framework for re-assessing data recording conventions and standards.

The frameworks are intended to meet all kinds of uses and user needs. The models are intended to be broadly applicable regardless of the extent, form and medium of the units of description.

According to the ISAD(G) and ISBD(G) the model for description should be independent of any national or existing standards. On the contrary, they are meant to be used as the basis for the development of national rules for descriptive cataloguing and to facilitate the sharing of descriptive records from different sources either in a unified information system or in a shared information environment.

The objective of the FRBR-report is to recommend a basic level of functionality for records created for national or international exchange of information. For the

same purpose a recommendation for essential elements for international exchange of descriptive information is presented in the ISAD(G). In addition the standards may take into account the wide variety of applications in which the data in records is used, such as collection development, finding aids etc.

The conceptual models described in the FRBR and ISAD(G)

The goal of the documents above was to provide intellectual and physical control for the objects to be described. In addition the ISAD(G) includes elements for controlling the description itself (e.g. Archivist's note, Rules or conventions, Dates of description). The FRBR study contains a framework that identifies and clearly defines the entities (representing the key objects of interest to users of bibliographic data) , the attributes of each entity and the types of relationships that operate between entities.

There are three groups of entities. The fist group consists of works (intellectual/artistic creation), expressions (realization of the work), manifestations (physical embodiments), and items (single examplars of a manifestation). The second group includes persons and corporate bodies responsible for the intellectual creation or for the physical production, dissemination or ownership of the entity being described. The third group includes concepts, events, and places as the subjects of the work. In the comparison of descriptions the first group of entities is taken into consideration.

Levels and relationships

When the entities are isolated, the FRBR-study identifies the characteristics or attributes associated with each entity and the relationships between the entities. There are different kind of relationships (e.g. whole/part, accompanying, preceding/succeding relationships, summarizations, transformations) embedded within the descriptive elements. The relationships assist users in "navigating" in the bibliographic universe . They link the entities to the needs of the users of the records. They also provide the user ways to formulate a search query and explain relationships for identification and collocation.

The relationships play an important part in the description of archival material. Archival description proceeds from general to the specific. The purpose is to present the context and the hierarchical structure of the fonds and parts.The fonds form the broadest level of description. If description of the parts is required, they may be described separately. The parts form subsequent levels, whose decription is often meaningful only when seen in the context of the description of the entire fonds. The description of the relationships between these parts is very important. There may be a fonds-level, a series-level, a file-level, and/or an item-level description. In addition intermediate levels may be expected.

"Crosswalks" levels and functions

Comparison of the elements between the ISAD(G) and ISBD(G)

The ISAD(G) consist of 7 areas and 26 elements for the description of archival entity.
The ISBD(G) consist of 8 areas and about 33 elements for description.

I concentrated to the elements considered essential for international exchange of information.
In ISAD(G). The whole comparison is to be seen in Appendix.

ISAD(G)	ISBD(G)
Identity statement area	
3.1.1 Reference code(s)	
-the contry code	
-the repository code	
- a special local reference code, control number or unique identifier	8. Standard number or alternative and terms of availability
3.1.2 Title	1. Title and statement of responsibility area - Title proper -general material designation -statements of responsibility
3.1.3 Date(s)	
-date(s) when records were accumulated in the transaction of business or the conduct of affairs -date(e) when documents were created	4.4 Date of publication, distribution etc. 4.7 Date of manufacture
-dates of copies, editions, versions, attachements, originals etc.	
3.1.4 Level of description	No equivalent as such
-fonds, sub-fonds, series, sub-series, file, item	
3.1.5 Extent and medium of the unit of description	3. Material or type of publication specific area 5. Physical description area -specific material designation and extent of item -other physical details -dimensions of item
3.2.1 Name of creator(s)	1.5 Statements of responsibility 4.2 Name of publisher
(-link to the authority records)	

All other archival data elements given in ISAD(G) could be described in different Notes of the ISBD(G). (By the way these essential elements were the most "popular" in the examples given in Appendix B of ISAD(G)-standard . In addition the Scope and content, the Name of the creator, and the Administrative/biographical history were present in most examples).

The essential elements mentioned above are the most important for the basic level of functionality according to the FRBR-study. The elements were related to the following generic tasks of the users:

- to find materials that correspond the user's stated search criteria
- to identify an entity
- to select an entity that is appropriate to the user's needs
- to obtain access to the entity described

However, in this connection I would like to stress the importance of the preservation function for archiving material. According to the ISAD(G) the purpose of archival description is "to identify and explain the context and

content of archival material in order to promote its accessibility.".

I analyzed the elements of ISAD(G) according to the generic tasks of the users given in FRBR. It seems, that the entity defined as Work (a distinct intellectual or artistic creation) corresponds with the entity defined as Fonds .[1]

[1]Fonds: The whole of the records, regardless of form or medium, organically created and/or accumulated and used by a particular person, family, or corporate body in the cource of that creator's activities and functions

The essential elements of the ISAD(G): Reference code(s), Title, Creator, Date(s), Extent of the unit of description, Level of description) serve well the identifying, finding and selecting functions. In addition, the Scope and content -element seems to be important for selection purposes. There are several additional elements which serve the obtaining , and partly selecting functions. These elements are e.g.: the Immediate source of acquisition and transfer, Physical characteristics and technical requirements, Conditions of access and user area, Conditions governing access and reproductions, Finding aids, Existence and location of originals, and Existence and location of copies.

There are several elements reflecting and serving different kind of relationships like: Level of description, Related units of description, Publication notes (e.g. based on.), Existence and location of original, Existence and local copies, Accurals, and Provenance.

Conclusions

The comparison demonstrates that archival and bibliographic records have many data elements in common. However, the archival elements are sometimes intended to serve a broader function than their bibliographic counterparts. Regardless of the "level of description" entity, there are corresponding counterparts available. In some cases the equivalence is only partial. The level of description reflects the position of the unit of description in the hierarchy of the fonds.

There are some difficulties concerning the cataloguing practices:

- the same material type may be catalogued differently
- the same elements may have different meaning or function in libraries and archives

In order to achieve semantic interoperability the terms and definitions should be compared and the terms that are used as "general and specific material designations" should be harmonized.

Cataloguing as a dynamic process

The cataloguing of archival material is a continuous, dynamic process. The description may begin even before the creation of the record and it may continue throughout the life of the work. This dynamic process will be more and more reality in the bibliographic environment when the description (metadata) created by the author or publisher is distributed/converted to the systems of other parties involved. So, this idea of cataloguing as dynamic process for getting simultaneous access to infromation is a suitable model for co-operation in this area.

Collection level cataloguing

It is assumed in ISAD(G) that the rules used to describe a fonds and its parts may be applied to the description of a collection. It seems to me that this idea would be worth testing also in the electronic environment.

Co-operation concerning the authorities

By analyzing and sharing of authority information among libraries and archives we could find an economical method for authority control. There is co-operation between IFLA and ICA on this issue. Members of the ICA/CDS (International Council on Archives, Committee on Descriptive Standards) commented the IFLA report on "Mandatory Data Elements for Internationally Shared Resource Authority Records" (http://www.ifla.org/VI/3/p1996-2/mlar.htm).

The aim was to investigate the compatibility and potential interoperability of the IFLA and ICA authority record structures. The answer to the question "can archivists adopt the IFLA model on authority records as theirs" was YES, with certain conditions. According to the analysis " there were eleven areas that are straight or close matches between the two standards" but for full interoperability, some elements would need to be matched more closely. For example the commentators missed provenance information.

The co-operation will continue with the IFLA Working Group on Functional Requirements and Numbering of Authority Records, FRANAR (1999-) .

The model created by Barbara Tillett for FRANAR Working Group concerning the variety of relationsips between controlled names, and between these controlled names of entities and bibliographic entities would be worth analyzing from archives' point of view, as well.

Co-operation concerning subject headings could improve the indexes considerably.

"Could this be the beginning of a beautiful friendship"? My answer is YES.

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Summary

The possibilities for co-operation between libraries and archives concerning the descriptive and authoritative standards and structures are described. The goal is to improve simultaneous access to the information of these organisations. For

this purpose the main concepts and functionality of elements included in the General International Standard Archival Description, ISAD(G) and General International Standard Bibliographic Description, ISBD(G) within the IFLA Study on Functional Requirements for Bibliographic Records, FRBR framework are examined.

APPENDIX: *"CROSSWALKS"*
[Adobe Acrobat PDF format 12 KB]

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Library-based programs to promote literacy: do they exist in Azerbaijan?

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Introduction

As a non-native speaker of English, before starting to write this paper I decided to look up for a definition of literacy in the Webster's New England Dictionary. It says: " Literacy - the state or quality of being literate:
ability to read and write
knowledgeability or capability (i.e. computer literacy)"

That definition helped me to make sure that when we speak about promotion of literacy we do not only mean teaching the alphabet and how to read and write, we also speak about special skills and abilities to read efficiently, the special techniques of reading and a process of selecting what to read as well.

Promotion means encouragement and "libraries continue the concentration on promoting the enjoyment and social benefits of reading. They continue to tell people they should read, and read more, but they are not focusing on assisting people to learn how to read" (Gibbs: 1990). Another important aspect of promotion of literacy is to teach how to read efficiently and be able to apply knowledge obtained from reading. Routman suggests that we need to think of literacy in terms that emphasize interpretation, evaluation, analysis and application of knowledge. (Routman: 1996)

Linda Marie Golian and Rita Pellen give the following definition of literacy: "Literacy is the ability to read, write, compute and communicate orally a set of skills that allow a full participation in today's society" (Golian, Pellen: 1994).

Speaking about the skills which are necessary to function effectively in today's society it is important to mention that even though we live in information age when information and computer literacy is much more important than just good reading skills, our information literacy is based on the literacy skills that we have developed at our early age. Advanced reading and writing skills are basic to all education and help us to develop critical thinking and computer skills quite successfully. A role of libraries and library-based programs in developing the above mentioned skills has always been tremendous.

Even though the library-based programs on promotion literacy are very similar and have the common goals in different countries of the world, the types of the programs and their structure can be quite different depending on a country. The goals of promoting literacy can also vary depending on the political and social environment in the country. Certain factors also influence the success of these programs or their failure sometimes. Literacy concerns of different countries can also differ at various stages of their historical development depending on social, economical and even political conditions.

Azerbaijan is the country where a level of literacy of population and a scope and objectives of the library-based literacy promotion programs have been dramatically influenced by the social, economical and political factors. A level of literacy in this country has been generally considered extremely high due to compulsory schooling and quite successful library-based literacy promotion programs. But there have been many changes in a literacy level of a population of Azerbaijan for the past 10-12 years as well as in the library-based literacy promotion programs.

The objective of this paper is to provide the information about the literacy promotion programs in Azerbaijan at different time periods.

A Republic of Azerbaijan and Libraries

The Republic of Azerbaijan - a country lying at the crossroads between Europe, Asia and Middle East and bordering Russia and Georgia to the North, Iran and Turkey to the South, Armenia to the West, and Caspian Sea to the East was founded in 1918, then joined the Soviet Union and was a part of it until it gained its independence in 1991. Since 1994 Azerbaijan has become well-known all over the world for its oil and energy reserves and entered the partnership with the world leading oil companies.

The history of libraries in Azerbaijan goes back to the thirteenth century when a first library of more than 400,000 volumes was founded by Nasreddin Tusi - a great thinker and scientist of that period. The most ancient manuscripts of the Azerbaijani language go back to the fourteenth and fifteenth centuries (Divans of Hadji Burkhannadin and Nasimi, and Dede Gorgud) (Nazarova:1998).

At present a total number of the libraries in Azerbaijan (with a population of around 8 million citizens) is 9,548 with a collection of 118.900.000 items which is almost 4 times higher as compared to the year of 1994. Around 30,000 professional librarians and technical staff work in these libraries (See Appendix 1). There are 4,283 public libraries in Azerbaijan which have been involved in the literacy promotion programs for quite a long time.

The American Library Association (ALA) describes a role libraries in promotion literacy "Libraries are sensible and appropriate advocates for literacy, with their existence dependent upon a literate society. It is only logical that their role in adult literacy education will continue to strengthen and grow.

All libraries, whether public, academic, corporate, special, or school, can and should, participate".

Public libraries have always played an important role in promoting literacy and these days the importance of information literacy keeps growing: "it is the role of public libraries not only to provide access to the networked information but to teach people how to get the most value from it and be discerning in the use of the information that they access ie to facilitate their information literacy, which may be defined as recognizing the need for information, and then identifying, locating, accessing, evaluating and applying the needed information". (Poustie: 1999).

The role of public libraries of Azerbaijan in promotion literacy among population has been tremendous. Functioning in a literate society where a special culture of reading and treatment of books have developed, the reading promotion programs have also been a priority in the activities of Azerbaijani libraries and were mostly based on a Soviet system.

The literacy promotion programs in Azerbaijan as well as most of the countries of the former Soviet Union have been considered as a mass work of the libraries which includes a combination of the methods and forms of a book promotion aimed at a simulataneous coverage of a big number of library patrons or groups of population.

The following types of mass work based on a Soviet model have existed in the Azerbaijani libraries: Visual promotion:

- Book exhibits (permanent and temporary; within and outside the libraries)
  - new acquisitions;
  - thematic
  - devoted to the actual problems of the period and covering different sides of politics, economics, science, technology and culture;
  - supporting a teaching process;
  - devoted to special dates;
  - devoted to the lives and works of the famous and extraordinary personalities;
  - devoted to different literary genres;
- book posters:
  - promotional;
  - for propaganda

Oral promotion:

- reading aloud;
- bibliographic reviews:
  - thematic;
  - universal
- thematic nights:
  - literary;
  - literary-musical;
  - book nights;
  - literacy and reading promotion nights;
  - questions and answers session
- book discussions

Throughout a historical development the new types of a literacy-promotion programs have emerged in Azerbaijan substituting some of the old traditional

ones. And the goals and types of those programs have changed accordingly.

History of the Library-Based Programs on Promotion Literacy in Azerbaijan

As I mentioned above, the library-based programs for promotion literacy have a long history in Azerbaijan and they first appeared, like in all the other countries of the former Union of the Soviet Socialist Republics (USSR), in 1930-s as a follow-up and continuation of the events associated with a "cultural revolution". These programs aimed at eliminating illiteracy and increasing a level of literacy were considered of great importance during those years. The main tasks of the libraries were to work with the patrons - mostly workers and peasants on eliminating illiteracy and promoting literacy and developing reading skills. The special desks serving the needs of the illiterate people have been opened in many libraries and the special groups have been organized. There were even special sections in the libraries with the easy-to-read script and easy-content books for the people with low literacy skills. The following methods of promotion literacy and developing reading skills have been used: reading aloud, book exhibits, book days, book posters etc. As compared to a year of 193? when only 50,9% of population of Azerbaijan was literate, in 1937 as a re: ılt of those programs a level of literacy increased to 73,3%. In 1941 100% per cent of population was literate in terms of being able to read and write.

It is important to mention that all literacy promotion programs carried out by Azerbaijani libraries as well as in all the former USSR countries in different periods of its history were associated with propaganda of different ideologies and ideas and expressed the interests of the government and leading parties.

During the Great Patriotic War (1941-1945) the work on promotion literacy was still going on and was mainly concentrated on promotion of patriotism and the ways of defeating the enemy. The following activities as a part of reading promotion were conducted in the Azerbaijani libraries during those years: special lectures on patriotism and the war-related topics, reading aloud the orders of the defense committee and the news from a front line, meetings with the war participants, exhibits of books about the war.

Since the War ended in 1945 the programs on promotion literacy in libraries have been mainly concentrated on praising the victory and heroism of the Soviet people. The new activities on promotion literacy have emerged: the talks, discussion forums, reader's conferences, and the meetings with outstanding personalities, bibliographies. Unlike the previous years when the librarians were mostly working on the programs themselves, different outstanding scholars, researchers and writers have been invited to participate in these programs.

In 1948 a task on promotion literacy among the oil industry workers has been put forward by the Azerbaijani Government. The programs on promotion the books on oil business and industry have been organized at the libraries include book exhibits, conferences, and discussion forums. Several mobile libraries were organized to answer the needs of the oilmen working in the fields. This campaign on promotion the literacy of the oil workers has been one of the successful ones in the whole history of Azerbaijani librarianship and it has influenced the increase of intellectual potential of those workers which resulted in increasing the capacity of the oil industry which is still considered a leading one in the country as well as all over the world.

In 1950-1960-s the new types of literacy promotion programs emerged in

Azerbaijan. The special events on meeting the outstanding representatives in the fields of art, literature, history, music etc were organized in the libraries. Special lectureships and "culture universities" aimed at a promotion reading in different fields of knowledge were organized in the libraries. Since the late 60-s the library-based literacy promotion programs in Azerbaijan have become one of the priority areas of development of the Azerbaijani libraries and were conducted in three different directions:

- aimed at a literacy promotion among the youth through their educational institutions (kindergartens; elementary, middle and high schools; colleges; universities etc.)
- working with the elder population through cooperation with the housing departments;
- providing service and promoting literacy to the military personnel by organizing the field trips to the outposts

This work has been done mostly by the public libraries having a specially trained and qualified personnel. A special part of the library budgets was devoted to the literacy promotion programs including literary evenings, book exhibits, book discussions, readers' conferences, reading aloud etc.

Changes Taking Place

Many changes have taken place in the Azerbaijani libraries as well as in the programs on literacy promotion since 1990. All these changes have been closely associated with the economical, political and social changes in the country. In a transformation period to market economy in Azerbaijan no funds in the library budgets have been allocated for the literacy and reading promotion programs.

A certain decrease of a level of literacy of a population of Azerbaijan, especially its capital Baku has been observed for the past 10 years because of the following reasons:

- migration of about 1 million of Azeri refugees and displaced persons with a very low level of literacy from Armenia (mainly a rural population) to Azerbaijan as a result of a Nagorno Karabakh ethnic conflict between Azerbaijan and Armenia;
- a high level of immigration of the citizens of Azerbaijan to the US, Canada, Germany and other Western countries;
- the literate people who have been the main patrons in the libraries not having enough time to attend the libraries as a result of their economical and social conditions;
- the collections of the libraries not up-to-dated ;
- lack of automation and computerization in the libraries

The biggest difficulty in promoting reading in Azerbaijan is that the alphabet has been changed four times during the last century:

- In 1923 a Latin alphabet was adopted and existed along with Arabic;
- 1929 when Arabic was completely banned;
- In 1939 a Latin alphabet was changed to Cyrillic;
- In 1991 a Cyrillic alphabet was changed back to Latin

"None of those alphabet changes has truly been successful in terms of enabling younger generations to access the knowledge acquired by its older members in society. Each time the alphabet was changed, the younger generation was left

orphaned, alone on its own to scrounge around as best it could to search of the repository of national, cultural, and historical knowledge"(Blair:1990)

For many Azeris who were born after 1939 a return back to Latin since 1991 has created certain difficulties. They have never learned to read and write in Latin script whereas their children and grandchildren are already used to Latin. The problem is that very few books are published in Latin script these days even though it is an official alphabet. Most of the library collections in Azerbaijan are either in Russian language or Azeri Cyrillic, and a very low percentage is in Latin Azeri. Even though the Azerbaijani language has been declared as the State language in Azerbaijan's Constitution in 1995, the Russian language books are still in heavy use because of lack of appropriate resources in Azeri. That is why the programs on promotion reading in native language are so important in Azerbaijan.

While a literacy concern has been widespread in the US during the last decades and "in 1990 adult literacy and lifelong learning became one of the eight "National Education Goals for the year 2000" in the United States" (Bishop; Larimer:1999), a question of a promotion of literacy has never been raised up to a government level in Azerbaijan and a special program on literacy promotion in the libraries has not been developed since 90-s.

Even though the public libraries of Azerbaijan have found themselves in quite a difficult situation (lack of funds, low salaries of librarians, no automation, and absence of modern technologies etc), they have been continuing their literacy promotion programs using the scare resources and cooperating with different organizations. The most popular programs carried out for the last years are mainly thematic book exhibits and book presentations devoted to the special dates and personalities, carried out in cooperation with foreign embassies and local authorities. The readers' conferences and forums, meetings with popular authors have also remained a popular type of book promotion in Azeri libraries.

At the same time the new forms of literacy such as foreign language, computer and information literacy have emerged. Knowledge of a foreign language and information technology has become an important factor of effective functioning in Azerbaijan. The new job opportunities have opened to Azeris because of the Western companies and foreign embassies have opened their offices in Azerbaijan since the country gained its independence and the multi-dollar oil contracts have been signed with the government of Azerbaijan. (Nazarova: 1998)

Realizing that there is a great need in developing the foreign language and information technology skills certain efforts have been undertaken by the Azeri libraries in promoting. those skills. Some of the libraries have started to go along with the modern trend and base their programs on learning English and promote a literacy in foreign language. They can't think about promoting a computer literacy yet because very few libraries in the whole country are computerized.

In announcing a "national call to Action" April 4 to address the "digital divide" between computer haves and have-nots, president Clinton cited ALA's efforts to promote information literacy. The President called on companies and nonprofit organizations to help bring digital opportunity to youth, families, and communities around the country (American Libraries: 2000) There are certain trends indicating the importance of information literacy in today's Azerbaijani society as well. The librarians and the libraries in this country do hope that in the nearest future they would also be able to have the information literacy as a

priority in their literacy promotion programs. There is still a long way to go but these hopes would eventually come true (Nazarova: 1999)

Literacy Promotion Programs Existing in Today's Azerbaijan

Even though a special part of the public libraries' budget has always been allocated on promotion of literacy until early 90-s, the today programs are organized either based on the scare local funds of the libraries or on the grants from foreign organizations. There have been several interesting library-based programs on promotion the literacy in Azerbaijan and I would like to describe some of the successful ones:

1. **Megaproject "Pushkin Library" organized and financed by the Russian Division of the Open Society institute (OSI)** The aim of this project has been to support the Russian culture and promote the new stimulus for a development of libraries, book publishing and book distribution. It has been supposed to provide the libraries of Russia and other countries of CIS, Eastern Europe and Mongolia with the new editions during the three years. The idea of this megaproject originated in 1997 when Mr.George Soros participated in celebration of the 10th anniversary of the activities of his foundation in Russia. While visiting different regions of Russia, Mr. Soros realized that in Russia where the libraries are part of everyone's life and the unique source of information, there is a big need in developing the library collections. Even though there are several areas that this project is concentrated on like: creating the contacts with the Russian book publishers, collection and analysis of bibliographic information, selection and evaluation of the new publications, implementation and development of the new bibliographic and library technologies etc., the most important part of this project is that the new editions of the books in different fields of knowledge including Childrens' literature and the pearls of the World literature are being published and distributed to the libraries which contributes to the development of reading and literacy promotion. Different projects are the parts of this megaproject: creation of the "Reading Centers" aimed at promotion of reading and based at a Library of Congress experience, the competition named "Open Libraries" based on a role of libraries in building community, children's contests "I Like to Read" etc.

   Fourteen libraries have participated in this project which have resulted in a very successful literacy-promotion programs which have started with the presentations of the books, book exhibits, reader's conferences and discussions and different interesting programs like "Reading Aloud", "Literary Programs" etc.

   The launching of Pushkin project has served as a revival of reading-promotion programs in Azerbaijani libraries. The sustainability of this project was quaranteed because the libraries were aware about the conditions of the project from the very beginning (they were supposed to pay 25% the first year, 50%-the second, and 75%-the third). Being motivated to participate in this project and add the high quality published books on the subjects needed to their collections, the libraries have found the funds for being a part of this project in Azerbaijan. The strength of this project is that most of the books purchased have been used in literacy-promotion programs and also gave some ideas to start a similar project on publishing books in Azerbaijan. As a result of this project both the patrons and librarians have had a chance to get an access to such a variety of high quality published books.

2. **The projects by a TUTU Children's Cultural Center of Azerbaijan**
TUTU Children's Cultural Center - a non governmental organization (NGO) of Azerbaijan was founded three years ago and decided to fill in the gap of a lack of children's books published in Azeri Latin. "For the kids who have grown up only studying in Azeri Latin, there is no information source except for the books they study at school"(Blair:2000). This situation is very critical for the kids living in refugee camps. Those kids have been displaced from their native lands as a result of a Nagorno-Karabakh conflict between Azerbaijan and Armenia.

   During the last 3 years 300,000 copies of 35 book titles have been published by TUTU. One of the books is titled: "Fairy Tales of the World's Peoples", a series of 16 books that contains German, Chinese, Escimo, Swedish, Indian, Scottish, French, American, Azerbaijani and other fairy tales.

   The presentations of the newly published books accompanied by book exhibits and children's programs have taken place in the main children's libraries of the country.

   TUTU does not limit its activities only to publishing of colorful nice quality children's books it is also actively involved in developing the reading and literacy promotion programs. It has been a part of a mobile library project sponsored by the United Nations High Commission on refugees (UNHCR) and Relief International. A TUTU mobile library goes to a refugee camp every week. Different programs like reading aloud, games with the kids, letter writing have been organized by TUTU.

   In addition to the above mentioned activities TUTU has created a penpal system for the kids in the refugee camps so that the young refugee children could correspond with the imaginary parrot (TUTU means parrot in Azeri) and develop their writing skills.

   "The TUTU letter project has started with the funding from UNOCAL for a few computers, office supplies, stationery and envelopes. TUTU sends personalized typed letters back to the children in envelops printed with the parrot's picture along with several sheets of yellow paper so they can write TUTU back again. The bright paper and envelops provide great incentive for the children to use their best handwriting and to be neat" (Sadikhova:2000).

   Thanks to a mobile library and the reading hours the kids started to get interested in reading and to write the stories about what they read in their letters. The contacts have also been created with the local libraries in the regions where the camps are located with the future plans of developing literacy-promotion programs.

   The main factors which made TUTU projects successful are a great motivation of the staff consisting of teachers, librarians and art designers who have undergone a special training and a great desire of the kids to learn and to read. The sustainability of the program will be supported by the Baku public libraries in their joint efforts with the local libraries in the regions.

3. **"The World of Fairy Tales" organized by the city public library and sponsored by the OSI-Azerbaijan:** The Baku Children's library named

after Seid-zade is one of the leading libraries in the city providing a service to the children of Baku. One of the main activities of this library has always been promotion of reading. It has worked closely with the schools and school libraries on organizing special events and activities dedicated to the outstanding writers and poets and aimed at promotion of reading. The library has also organized "Working on homework assignments" program together with the schoolteachers in the library. Because of the certain financial difficulties the library could not equip a "reading aloud" corner for a long time and thanks to the OSI funding, they managed to organize a room called "The World of Fairy Tales" which have been equipped and decorated and different programs are taking place in this room. The Seid-zade library is first children's library, which will have multimedia computer programs on developing reading and writing skills. This children's library is organizing the "alphabet day" every year and the kids who have just learned the alphabet and started to read are the participants of this program. The Seid-zade library has the best collection of children's and reference books in the city and partially functions' as a media center of the schoolchildren of Baku. Most of the achievements of the library are based on a high qualification and motivation of the library staff members.

Conclusion

I hope I was able to answer the question put forward in my paper. It is almost impossible to limit all my thoughts about the Azerbaijani libraries including the literacy programs to one paper.

As you can see from it the library-based programs to promote literacy have existed in my country for quite a long time and their types and aims are almost the same as in the other countries. The big difference is that these programs have existed and developed in quite different conditions, but they always have reached their goals. I am proud to say that my nation is very literate. In spite of all the difficulties we have encountered the people are still motivated to learn and they are highly educated. I appreciate all the efforts and hard work of the Azerbaijani librarians who have been worked so hard to promote literacy in this country and have achieved the very good results. There is still a long way to go and everything depends on how soon the libraries in Azerbaijan will reach the international standards.

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Appendix 1

Number of Libraries in Azerbaijan during Different Periods

Years	Total Number of Libraries	Number of Items in Collections
1934	2037	4.485.907
1946	1499	4.000.000
1949	2846	7.000.000
1950	2290	4.403.200
1955	2394	9.614.200
1958	5776	20.000.000
2000	9548	118.000.000

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Managing information for development in the 21st century: prospects for African libraries, challenges to the world

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Abstract

The paper discusses the vital role information can play in the development of African countries in the 21st century. It stresses that development information can only be guaranteed when libraries in Africa computerize their systems, form networks for resource sharing and take advantage of the numerous benefits of IT, especially CD-ROM and the Internet. An indepth review of the information management climate of African libraries was made and this was found to be very unfavourable. Problems found to be inhibiting IT application by African libraries include apathy and inadequate funding by governments and their officials, undeveloped information and communication infrastructure and shortage of technical manpower.Despite the bottlenecks, African libraries have the challenge to efficiently and effectively manage information in the 21st century in order to facilitate technology transfer, support teaching, learning and research, and project Africa's achievements and potentials to the rest of the world for mutual benefits. Considering the widespread democratization in Africa, blueprints for improved economy, better provision of information infrastructure, and progress already made in IT application and networking in Africa, it was established that the chances of African libraries to automate their services in the 21st Century are very bright.The paper concludes that both Africa and the rest of the world need mutually beneficial information from each other. The challenges, therefore for taking positive steps to promote modern

information management in the new millenium is not only for African libraries but for the world at large.

Paper

Introduction

The euphoria with which the world greeted the new millenium is but an outward projection of our innermost desire for positive development. Everyone has looked up to the 21st Century as a period when all the dreams of individuals, organizations, communities and nations will be met. The world is indeed thirsty of development. However, the vision for development cannot be exactly the same for the developed world and the developing countries of Africa, Asia and Latin America. While the former group might be striving to consolidate their gains in the control of the outer space and the world's economy, the latter hope to get started with the basics. Development is associated with the progress and material well-being of men and nations.

Development is wanted to provide people with the basic necessities of life, for their own sake and to provide a degree of self-esteem and freedom for people which could be denied them by poverty. For African countries which in the last century got liberated from colonialism only to be ravaged by wars, desertification, erosion, military dictatorship, unfulfilled dreams of nationhood and all forms of natural and human calamities, the 21st Century holds much hope - hope of political stability, hope of economic prosperity, hope of technological advancement, hope of enjoying the basic necessities of life like food, shelter, medicare, education, liberty and a host of other aspirations already taken for granted by the developed world.

As has been observed by many writers, Africa and the developing world cannot leapfrog into development in the 21st Century. For our lofty dreams to be actualized there is the need to plan. There is also the need to invest a significant proportion of our national wealth to the generation, management and utilization of quality information for development. Aiyepeku (1991) perceives information as mankind's accumulated knowledge, derived from all subjects that could help its users to reduce their levels of uncertainty. Since independence, African countries have had a catalogue of long and short-term development plans the failure of which is largely attributable to lack of proper information management and utilization.

Information is at present believed to be a fifth factor of production which is by no means inferior to land, labour, capital and the entrepreneur. In fact, Brandin and Harrison (1987) observe that "information wealth is now a new type of capital described as knowledge capital". In the same vein, Drucker (1969) allerted us that the systematic and purposeful acquisition of information rather than science and technology is emerging as the new foundation for work, productivity and effort throughout the world. In what sounds like a confirmation of Drucker's prediction, Bergdahl (1989) posits that information has become such a precious resource that the fate of modern nations in all essentials is connected with their capacity to develop and exploit it. He further predicts that in future, countries that do not develop this capacity will be left behind in the cultural, scientific and economic development. Apart from suffering from dependence on others, such countries will neither be partners in the global production of information nor will they contribute meaningfully to

the common future of civilization. Bergdahl's future is already here with us.

Perhaps, it is such considerations as the need to share information resources between the information rich and the information poor across cultures for mutual benefits that have informed the theme of this year's IFLA conference: INFORMATION FOR CO-OPERATION/CREATION: THE GLOBAL LIBRARY OF THE FUTURE. This theme poses a great challenge to libraries and librarianship in Africa of which responsibility it is to manage the continent's information resources and indeed the world at large. According to Pejiova and Kavcic-Coiic (1974), "improved performance, better quality, competitiveness, environmental protection, rationalization, better deployment of resources and almost all other contemporary management issues today call for better handling and more efficient utilization of information". Africa, perhaps more than most other continents is in dire need of development if only to free her citizens from hunger, diseases and ignorance among other vices. This paper focuses on the IFLA 2000 conference sub-theme: Management of Information: Librarianship for the 21st Century. For Africa to become an active participant in the new world information order, it is imperative to introduce modern information management techniques in all her libraries. Efforts in this regard are still like a drop in the ocean. As such, it is pertinent to emphasize the need for application of information technologies (IT) by African libraries and call the attention of all concerned to the debilitating problems in achieving the desired innovation and what must be done to turn the situation around.

Current Trends in Information Management

In the past, libraries and information centres had to manually manage their information resources. The laboriousness of such practice, the attendant delay in information processing and delivery services and the general ineffectiveness of information services at the time no doubt motivated serious research into better means of information management. The high point of the research outcome is the much cherished information technologies of the present day.

According to Oketunji (1999) the information technologies found in libraries at present can be divided into three categories: computers, storage media and telecommunications. These three aspects, working together have brought about great improvement in the quantity and quality of library services to users and an amazing reduction in the delivery time. Furthermore, the fusion between computers and telecommunications; telematics has enhanced the development of information networks around the world, the highpoint of which is the internet.

With the emergence of the internet, the world has been truly reduced to a global information village. This world-wide network, though designed to serve the information needs and interests of all facets of the society, has provided a great boost to library services worldwide. It is now a well known fact that internet connectivity fosters an unparalleled degree of communication, collaboration, resource sharing and information access. The elctronic publishing of some important journals and other materials on the internet has removed the need to physically acquire such materials by libraries. While this is a big boost to the libraries that have internet access, all others, mostly in Africa and the Third World lose the benefit of making such electronically published works available to their users through the usual journal subscription channel. The implication of this development to a majority of Africa's libraries can be very grave.

With the numerous advantages of information technology widely discussed in the literature, e.g. by, Cochrane (1992) and Henderson (1992), libraries are

computerizing their services all over the world. To take advantage of the immense benefits in information management offered by IT, a library must first computerize its services. Despite this naked reality, the pace of library automation in Africa is still very slow and this should be a cause for serious concern.

Information Management Climate of African Libraries

In managing the library's information resources, the librarian has to contend with both internal and external difficulties. The state of library development in Africa is reminiscent of the general climate of under-development in the region. According to the South Commission (1990):

> Three and a half billion people, three quarters of all humanity, live in the developing countries. By the year 2000, the proposition will probably have risen to four fifths. Together, the developing countries - accounting for more than two thirds of the earth's surface..... are often called the Third World. We refer to them as the South. Largely bypassed by the benefits of prosperity and progress, they exist on the periphery of the developed countries of the North. While most of the North are affluent, most of the people of the South are poor; while the economies of the North are generally strong and resilient, those of the South are mostly weak and defenceless; while the countries of the North are, by and large, in control of their destinies, those of the South are very vulnerable to external factors and lacking in functional sovereignty.

Ironically, the foregoing description of the Third World of which Africa is at the centre stage was made a decade ago when the economies of most African countries could still be described as buoyant. In the past decade, African economies have further nose-dived to very pitiable levels owing to bad governments, military dictatorship, armed conflicts and general restiveness of the population and natural calamities including desertification, flooding, epidemic and the global inflation.

Anybody that has closely monitored foreign and Africa based mass media reports - documentary and news - on poverty, hunger and disease in parts of Africa would begin to wonder why some people are surviving at all in the Region. Many new democracies are pulled down in Africa because people are no more patient with the political class and their promises of a better tomorrow. The masses are calling for what President Obasanjo of Nigeria refers to as "dividends of democracy".

It is in the foregoing socio-economic climate that libraries in Africa have to thrive. It is in the milieu that they are expected to be efficiently and effectively managed. In every society, the library is the most dependable source of information for development. Since the government is the prime mover of development in African countries, its support or apathy over library development will chart a path for the libraries, for better or for worse. "Good information", according to Kaye (1995)", improves decision-making, enhances efficiency and provides a competitive edge to the organisation which knows more than the competitor". The situation in Africa is somewhat bizzare. As the governments and their agencies hardly rely on hard information for their development activities, the available information mostly lie and gather dust on the shelves of the originators. As would be expected, the governments in African countries accord very low priority to serious information and so hardly see the need to strongly support and fund libraries.

Neill (1991) reports that several conferences and workshops sponsored by NATIS were held in parts of Africa - Uganda (1990), Kenya (1973) and the entire Southern, Central and Eastern African region including Sudan (1974), Tanzania (1974), Kenya (1975), (1978), Malawi (1978), Lesotho (1979), Swaziland (1979), Botswana (1980) and Zimbabwe (1981). The objective of the seminars and conferences was to create a dialogue between librarians and government decision-makers, as well as to raise the consciousness and awareness of these officials of the utility and value of information in the planning and decision-making process.

After a review committee's assessment of the success recorded by NATIS through the workshops and conferences, the whole programme was found to be a mere exercise in futility. Commenting on the issue, Neill (1991) laments that:

> Government officials, planners and decision-makers exhibit an extremely low threshold of awareness with regard to the utility of information, and remain stubbornly unconvinced of its efficacy as a factor in development process. The necessary conviction that would make NATIS work is not evidenced in the top echelons of government service with people who hold the purse strings. Neither is information taken seriously at the second tier level of administrators and professionals.... In general, they rarely utilize information in their day-to-day operations and more importantly, infrequently urge their employers to provide new and improved information services. Even on planning or policy document, it is no more than a declaration of good intent that is never followed through or supported with the allocation of resources.....

It is serious enough that policy makers in Africa are not enthusiastic about seeking information that could improve the quality of their decisions. However, of greater significance to this paper is that modern management of library resources requires a firm commitment by the funding authorities that needed funds will be provided promptly. If for any reason the funds are not forthcoming to libraries in Africa, then it would be extremely difficult to apply the modern information management technologies already discussed. Apart from funding, some of the problems of information management in Africa include:

Poor State of Information Infrastructure

Modern information management requires a fairly well developed information infrastructure especially electricity and the telephone. These basic infrastructure which are already taken for granted in the developed world are unfortunately poorly provided for in Africa. Apart from South Africa and a few Southern African countries like Bostwana and Namibia, power supply in most other areas is epileptic. In Nigeria, for example, power supply is so erratic that it is generally believed that it is normal to have 'black out' and abnormal to have uninterrupted power supply for up to one hour. This is to say nothing the rural areas, which though harbour over 80% of the country's population are, in most cases, yet to be provided with electricity.

The sole electricity corporation, the National Electric Power Authority (NEPA) has dashed the hope of many, not just at industrialization but in the efficient management of hospitals, sports stadia, libraries and other such facilities requiring electricity to power their machines and other electrical and electronic devices. In a face saving move, the new Minister of Power and Steel, Chief Bola Ige, publicly apologized to all Nigerians on the 'crimes' of NEPA and promised to turn the corporation around within six months. About eight months

after that promise, the situation has deteriorated, leading to nationwide blackout for several days.

Reports from the participants at the West African Conference on Library Association Management and Networking held in Ibadan from 11-13 October, 1999 show that undependable state of electricity supply in the various countries in the sub-region is one of the most serious obstacles to library automation and networking in the area. This assertion has been confirmed by a recent survey by Nwalo which covered nine African countries - Morocco, Ghana, Senegal, Kenya, Burkina Faso, Cote D'Ivoire, Sierra Leone, Benin Republic and Nigeria. The result of the survey shows that in a checklist of ten items on hindrances to library automation, infrequent power supply and poor telephone facilities ranked among the top three. Other problems include inadequate funding and apathy of government officials. Thus, the twin problems of shortage of electricity supply and poor telephone facilities in most African countries constitute a clog in the efforts to introduce modern information management techniques in the libraries and information centres.

Problems of Computer Hardware and Software

The application of computers to various human enterprises in Africa is still relatively new. This factor, coupled with the weakness of currencies of African countries in the foreign exchange market have made the prices of computer hardware and software unaffordable by many libraries. The matter is further made worse by the too many middlemen in the local computer market all of whom try to maximize profit. Government policies in most cases favour resort to tender and contract in the supply of office equipment rather than direct purchase from reputable firms. As such, libraries could end up paying about four or more times the normal price of computers and the accessories whenever they have to acquire the system. For African libraries that are generally poorly funded, the high cost of acquiring computer hardware and software could be a deterent to many which are thinking of automating their information management systems.

Shortage of Technical Manpower

Computer engineers and technologists are still very few in Africa relative to the demand. The result is that the cost of maintenance of automated library systems becomes prohibitive as libraries compete for the services of the very few maintenance personnel available in their localities. Many attempts at library automation in African countries are known to have failed because of system maintenance problems.

Challenges for African Libraries

In spite of the myriad of problems in the way of libraries in Africa to apply modern information management techniques, they are likely to have very little choice in this 21st Century. As Africans are clamouring for development so is the world focussing more attention on the potentially dangerous situation in Africa, albeit, for diverse purposes. To meet the legitimate aspiration of the people for rapid socio-political and economic development, the libraries, being engines of development are faced with serious challenges. These include:

Technology Transfer: The libraries need to be at the vanguard of technology transfer from the developed world to the developing economies of Africa. To meet this expectation, the African library must provide a link between local

researchers, teachers and scholars and their counterparts in other parts of the world. Internet connectivity, for example, is about the surest way of achieving this objective. All users of the Internet enjoy a whole range of services such as electronic mail, file transfer protocol, database access, and so on.

Unfettered access to databases around the world through the Internet offers a great opportunity for scientists and technologists in Africa to acquire knowledge from their colleagues elsewhere. The Internet could also afford African scientists and technologists the opportunity to collaborate with their counterparts around the world on research projects.

Arunachalam (1999) calls attention to the fact that, increasingly, research is carried out by multinational teams. According to him, there has been an enormous increase in recent years in the number of research papers resulting from international collaboration. Citing the National Science Foundation, Science and Engineering Indicators (1998) Arunachalam laments that whereas the number of papers with international co-authors rose by 200% from 1981 - 1995 more than 80% of such co-authored articles involved writers from the developed countries while only 1.8% involved authors from Africa.

For African researchers to be able to collaborate more significantly with their counterparts in other parts of the world, they need access to the internet especially through their local libraries. It must be reiterated that such a collaboration between researchers from Africa and their counterparts in the West and North is highly desirable as it can promote technology transfer.

Provision of Teaching and Research Facilities: The economies of most African countries have so seriously declined that they are unable to provide basic teaching and research facilities in their tertiary institutions and research institutes. To provide their users access to the best of teaching and research materials available in the world, timely, and at least cost, African libraries must automate their services and form networks. Most of the problems associated with acquisitions and collection management in general would be over for African libraries once they are on the web.

Moreover, the CD-ROM technology affords libraries in Africa a unique opportunity to acquire information materials to meet the needs of their users. Ephraim (1991) and Ojo-Igbinobia (1993) have extolled the virtues of the CD-ROM and highlighted its potentials for researchers in Africa. Apart from storage space economy, the CD-ROM provides access to information held by important databases without laying cables. This is very significant considering that lack of good telephone services is one of the major obstacles to computerization and networking by libraries in Africa.

Furthermore, Levy (1990) posits that full text compact discs might also prove more secure than print copy; it is impossible to mutilate them by cutting out pages to be taken home. Mutilation and stealing of information materials is known to be a serious problem facing libraries all over Africa (Obikoya, 1994; Bello, 1997; Olanlokun, 1999).

Sustenance of Journal Subscription: As publishing goes electronic, many primary journals and secondary services previously acquired by libraries through normal subscription to hard copies can only be accessed through the internet. Arunachalam (1999) has hinted that publications such as Current Contents Connect, SciFinder (Chemical Abstracts) and multidisciplinary citation indexes such as Web of Science are available on the World Wide Web, though at a fee that most university and research libraries in developing

countries cannot afford.

Grantled the cost implication to libraries of developing countries, including Africa to access to journals published on the internet is very high. However, of even greater concern is that any library that is not computerized has, as it were, automatically cut off its users from access to important journals available only on the World Wide Web. This development poses a great challenge to African libraries who have the onerous responsibility to meet the information needs of the users especially for research and development.

Projection of Africa to the World: Africa is very rich in culture and has great tourism and investment potentials. While documentation and other records on African cultural heritage and investment potentials abound locally, such information are yet to be sufficiently marketed to the outside world. With the opportunities offered by modern information management, African libraries have a great chance of projecting Africa positively to the world thereby attracting foreign investments and promoting tourism. In spite of everything, abundant indigenous knowledge, the outcome of local research efforts into various fields of life, including agriculture, medicine, science and technology abound all over Africa. These are scattered on library shelves and in private offices in form of grey literature and are largely unutilized. Since such materials can easily become part of the collections of libraries in Africa, such indigenous knowledge could be projected to the rest of the world through the Internet. For this to happen, African libraries must embark on aggressive acquisition of Africana publications, including grey literature, computerize their information management and form library networks. Such library networks in Africa will surely boost development through the provision of serious development information appropriate to the African environment.

So far, much of the information on Africa in the world's information networks tend to project only the negative tendencies and situations of Africa and Africans. It is noteworthy that such tendencies are found with all peoples and nations. While African libraries should not be merely out to counter the negative information about Africa, there is serious need to project to the whole world the positive sides of Africa and the achievements of Africans often swept under the carpet. Many feats have been performed by Africans in various fields of life but these are hardly given publicity by the Western press. For example, about 1978, one Damian Anyanwu, a high school leaver from Nigeria performed a feat by transmitting on **Radio Mbaise** by the mere use of local herbs and leaves. Should Africa fail to blow its own trumpet, nobody may ever blow it for her. In fact, her trumpet may even be snatched from her to make it impossible for Africa to be ever heard.

Prospects for Modern Management of Development Information in Africa

In an address at the opening ceremony of the West African Conference on Library Association Management and Networking recently held in Ibadan under the sponsorship of IFLA, African Section, Nigeria's Ag. National Librarian, Mrs. O. O. Omolayole lamented the inability of African libraries to obtain information about publishing in Africa without having to rely on catalogues published in Europe and America. She further declares:

> The focus of the conference is ....very relevant. Because of our similar cultures and problems as developing nations, we need to have closer interaction by way of information sharing for our mutual benefit. We are

> aware of the new technologies and their application to library processes. There is an urgent need for us to begin to exploit these facilities otherwise the rest of the world would leave us behind. It is a fact that it is costly but neglecting to take advantage of them would cost us more. Each of our libraries must begin to use them and build up gradually to enhance the effectiveness and efficiency of information collection, processing, storage, dissemination and preservation. Indeed, any meaningful co-operation would depend on the use of these facilities....

The foregoing contribution at the conference tends to capture the enthusiasm and determination by the participants that it is "forward ever and backward never" for librarianship and libraries in Africa. Indeed, there are high prospects of modern information management by African libraries in the 21st Century. Such prospects are predicated on several factors including:

- Democratization in Africa: The military dictatorship that characterized most of Africa in the last century resulted in the wastage of national resources on activities and projects which were selfishly motivated. But for the 'hiccup' in Cote D'Ivoire, it can be safely said that Africa has put the experience of military dictatorship behind her. With democratic governments in the Region, chances are that a systematic and more populist approach to development will be taken. In such a dispensation, more information will be sought for planning and so libraries are likely to receive greater attention.
- Improved Economy of African Countries: With a stable polity, the economy of African countries is expected to greatly improve in the New Millenium. Already there are strong indications that the Western nations are more disposed to assist the young democracies in Africa stabilize through comprehensive economic aid. The U.S., for example, has recently announced a comprehensive plan of economic assistance to countries in Africa. On the domestic front, governments in Africa appear to be determined more than ever before to take bold steps at economic reconstruction. Once the economies improve, many problems of library automation like high cost of hardware acquisition and inadequate funding, everything being equal, will be reduced to the barest minimum.
- Improved Information and Communication Infrastructure: The deplorable state of information and communication infrastructure in parts of Africa is known to be a major bottleneck to modern information management. Whereas the International Telephone Union (ITU), recommends one telephone to a hundred persons, the Nigerian telephone density by 1996 was only about 0.66 line per 100 inhabitants. For the same period, Japan's teledensity was 64 per 100, USA 96 per 100, Taiwan 40.5 per hundred and Brazil, 10 per 100 persons respectively (Adeyinka, 1997). According to a March 1999 International Telecommunication Union (ITU) report, teledensity in many African countries is less than 0.05 per 100 inhabitants. This ugly situation, is however, expected to change for the better in the near future. The Nigerian Communication Commission, for example, has been taking bold steps to deregulate the telecommunications industry in the country. So far, over 35 firms have been licensed in different aspects of communication business,11 of which are Internet Services providers.

Furthermore, the Nigerian government is seriously pursuing a programme of deregulation and privatization of its telecommunications and energy sectors. In the meantime, the cost of acquiring a telephone line has been drastically cut by the new Obasanjo government from N50,000 (about 500 Dollars) to N20,000 (about 200 dollars). Technical committees on commercialization and privatization have already been set up by the government for the two sectors

and it is only a matter of time for the benefits of the exercises to be reaped. Most other African countries are also known to be taking serious steps to improve their information and communication infrastructure as part of the overall effort at national development.

- Rejuvenation of National and Regional Library Associations: Reference has already been made in this paper to the West African Conference on Library Association Management and Networking held at Ibadan, from 11-13 October, 1999. Contributions by various participants at the conference showed that many national library associations in the West African Sub-region had ceased to be active because of one problem or the other. However, by the end of the conference, all participants most of whom are leaders in librarianship profession of their countries expressed their determination to give their countrys' Library Associations a new lease of life upon their return. Strong national library associations are necessary to promote high professionalism and act as a pressure group on the government of the day to lend active support to library development issues.

Another major achievement of the conference was the re-enactment of the defunct West African Library Association with Professor Christine Kisiedu of Ghana as the interim chairman. The mission of WALA is to provide leadership for development programmes and implementation of library and information services in the West African Sub-region in particular and the African continent in general and to stimulate and strengthen national Library Associations in member countries in order to engender access to information for all towards the ultimate goal of African development. It is hoped that WALA will live up to its mission statement and that Library Associations in the other sub-regions of Africa are equally going to rally round each other for more purposeful information management in their areas very early in the 21st Century.

- Progress in IT Application in Africa: Though the pace of IT application in Africa's libraries has not been encouraging, concerted effort is being made all over Africa to implement the technology. A significant number of the notable libraries in Nigeria especially the National Library of Nigeria and over 30 academic and special libraries have implemented IT to varying degrees. Many more plan to automate their services in the near future. The computerized libraries include:
- IITA Ibadan, Library;
- Kenneth Dike Library, University of Ibadan;
- Nigerian Institute of Economic and Social Research (NISER) Library, Ibadan;
- The Development Policy Centre (DPC) Library, Ibadan;
- The IAR&T, Moore Plantation Library, Ibadan;
- The Redemptorist Community Library;
- The IFRA Library, University of Ibadan;
- The British Council Library, Ibadan;
- NCEMA Library, Ibadan;
- E. Latude Odeku Medical Library, University College Hospital, Ibadan;
- The Society Mission of Africa (SMA) Library, Ibadan;
- Ladoke Akintola University Library, Ogbomoso;
- University of Lagos Library;
- The National Library of Nigeria, National Documentation Centre (NIDOC) Abuja
- The Nigerian Institute of International Affairs (NIIA) Library, Lagos;
- The Federal Institute of Industrial Research Oshodi (FIIRO) Library;
- The Institute of Chartered Accountants of Nigeria (ICAN) Library, Lagos;

- The Centre for Management Development (CMI) Library, Lagos;
- The Ikoyi Club Library, Lagos;
- NUC Library, Abuja;
- ECOWAS Library, Abuja;
- Raw Materials Research and Development Council (RMRDC) Library, Abuja;
- Nigerian Educational Research and Development Council Library, Abuja;
- The British Council Library, Lagos;
- The United States Information Service (USIS), Lagos;
- Dominican Community, Ibadan Library;
- The Nigerian Institute for Fresh Water and Marine Research (NIOMR) Library, New Bussa;
- Federal University of Technology, Owerri (FUTO) Library;
- Ahmadu Bello University Library, Zaria;

The rate of library automation in Nigeria is still relatively low, considering that the country has over 1000 libraries. However, the success recorded by the few that have automated their services is expected to motivate others to apply IT in the near future.

Among the Southern African countries, Botswana appears to be taking the lead in library automation. Adeniran (1997) reveals that, of the nine academic and research libraries surveyed, six were computerized while others were seriously considering doing so. Chisanga (1996) studied computerization in the Southern African Development Community (SADC) Preferential Trade Area (PTA), Eastern and Southern African region made up of 25 countries. Questionnaire were sent to 25 university libraries which were thought to have implemented automated systems in 12 of the countries. Out of 20 copies of the questionnaire completed and returned, 18 libraries were found to have computerized either part or all of their functions. The study also reported a widespread use of CD-ROM technology and various databases in the libraries. A recent survey by Nwalo shows that out of the nine African countries studied, all have libraries that have implemented IT. Consciousness of all the countries to the need for IT application in library information management was also found to be very high. There is no doubt that the momentum will be sustained in the 21st Century.

- Manpower development: Shortage of manpower for the implementation of IT programmes of libraries in Africa has been a big problem. Many attempts at library automation in Africa are known to have failed because of the high turnover of systems analysts who abandon the computerization programmes mid-stream in search of greener pastures. One of the findings of Adeniran (1997) is that out of the 18 libraries found to have computerized their services, only three (16.7%) had qualified library systems analysts in their establishment. The rest made use of external consultants for the computerization projects.

Conscious of the manpower problem, libraries all over Africa have been exposing their staff to computer literacy programmes. Some have also been sending selected staff to specialized training on computer information management locally and overseas. Kenneth Dike library, University of Ibadan has had cause to send two of its key automation staff to Britain for training at a very high cost.

Another good development is that library schools in Africa are bracing up to the challenge by revising their curricula to strongly accommodate practical education and training in IT. The Department of Library, Archival and Information Studies, University of Ibadan, for example, has recently acquired

eight computers for teaching and practice purposes by the lecturers and students. Effort is also being made to acquire more to meet the fairly high student population. The curricula at both the undergraduate and post-graduate levels are also being overhauled to be strongly IT biased. Accordingly, the National Conference on Library and Information Science Educators in Nigeria (NALISE) held at the University of Ibadan, from 4-7 August, 1999 resolved that all the library schools should strongly teach IT to their students and provide facilities for computer practicals. Once this type of resolution is widely implemented by library schools in Africa, the problem of manpower shortage for library automation programmes will be greatly reduced.

- Development of Information Networks in Africa: Sanni (1999) discusses a number of network development efforts in Africa. These include:
  - **PADISNET** (Pan African Documentation Centre Network) - This is a project to interconnect centres performing research on planning of development in some African countries into a network for data and information exchange;
  - **WEDNET** - A project to link researchers working on women's projects for the management of national resources in Senegal, Ghana, Burkina Faso, Nigeria, Sudan, Kenya, Zimbabwe and Canada;
  - **CABECA** - (Capacity Building for Electronic Communication in Africa) - This is a project to promote computer networking throughout Africa., It is sponsored by the Pan Africa Development Information System (PADIS) of the United Economic Commission for Africa (UNECA). CABECA is funded by the IDRC, Canada to achieve low cost electronic connectivity in some countries of Africa. Already, it has established nodes in some parts of the Region.
  - **RINAF** (Regional Information Network for Africa) - The Project was conceived by the Intergovernmental Information Programme (IPP) of UNESCO, financed by the Italian Government and with a contribution from the Republic of Korea. The project is aimed at bringing basic Internet Services to several African countries. RINAF has co-ordinating centres in Nigeria, Algeria, Senegal, Kenya and Zambia
  - **OAUNet** (Obafemi Awolowo University Network). This is a joint research project between Obafemi Awolowo University, Ile Ife, and the Abdus Salaam International Centre for Theoretical Physics - OAU/ICTP Project. It is designed to remove the isolation suffered by researchers in the sub-region by integrating them via network with their counterparts in other parts of the globe and to create linkage among the researchers themselves.

A very laudable initiative at networking and co-operation in Africa, the African Virtual University (AVU) has been discussed by Aguti (1999). The African Virtual University provides a network for distance education in Africa. The participating countries in Africa include Benin Republic, Burkina Faso, Burundi, Ethiopia, Ghana, Mauritania, Namibia, Niger, Rwanda, Senegal, South Africa, Tanzania, Uganda and Zimbabwe.

Hosted by Kenyatta University, Kenya and Makerere University, Uganda, the AVU provides satellite-based distance education network for students, faculty and professionals involved in distance education. Through the AVU, the various African countries and the distance learning centres have access to teaching and learning resources on-line and share multi-media information. The network is a World Bank assisted project with potentials for promoting co-operative information acquisition, organization and dissemination in the entire African region for rapid educational and socio-economic development.

There are certainly many other networks all over Africa not listed here. Considering the existing information networks in Africa, there is no doubt that the networking capabilities of African libraries will be greatly enhanced in the 21st century. Once the libraries can put their houses in order and establish local networks, these can under proper arrangement be interconnected with the existing networks. A major criticism of the information networks in Africa is that they have been initiated and entirely funded by bodies outside Africa. The implication of this is that whenever such sponsoring bodies do withdraw their support the systems are most likely to fail. For sustainability, it is important for African countries to take the initiative on information networks and to be committed to funding them, at least, jointly with donor agencies and nations. It is only then that whatever networks established can serve the best interest of Africa in terms of priority and sustainability.

Conclusion

Information for the development of any nation can be both indigenous and international. For African countries to harness information from local sources and overseas, the application of modern information management techniques is a sine qua non. The librarianship profession in Africa has not been lacking in the knowledge of the right steps to take in managing information for development. It has had to battle with very unfavourable climate of information provision and management, a climate that must improve to give way to progress in the New Millenium.

Africa has much to offer to the world just as the world has much to offer to Africa. One therefore expects governments of the West and international development agencies and institutions to do more in developing information infrastructure and institutions, especially libraries in Africa in the 21st Century. It is interesting to note that the United Nations is greatly concerned about the wide disparity in access to basic communication and information services between the developed and the developing world. In a statement issued by its Administrative Committee on Coordination in 1997, the UN laments that the information technology gap and related inequities between industrialized and developing nations are widening and that a new type of poverty, information poverty looms. The statement therefore commits the organizations of the United Nations to assist developing countries in redressing the present alarming trends. One hopes that the UN"s statement will be matched with positive action so that the developing countries of Africa will be empowered to become active participants in the new world information order.

As development issues, especially science and technology are international, there is need for African countries to access and utilize information for development, no matter the format, no matter the source. The challenge to do this is much for libraries in Africa and their sponsors as indeed, it is for governments and stakeholders outside Africa.

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Name Services

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Abstract

What's in a name? That which we call a rose by any other name would smell as sweet.

Shakespeare

Paper

While Shakespeare may have been right about rose fragrances, the same cannot be said about Web-based names. We have entered an age where naming plays a role in who can access and provide services for an object. Here we propose that references on the Web reflect standard library names because these names provide a means for developing services that will better serve libraries, library patrons, and scholars.

Every object we encounter has at least one name, sometimes more. We use names because we need simple monikers for things we describe and build services around. On the Web, we often think of a URL as a name for the item it points to. Of course, this is not quite true. The item can move, invalidating the URL name, and the item described might not exist on the Web, like a car or old book. What has commonly been called a name on the Web is really just a "reference". A traditional reference in the paper world would include many

pieces of information about the object in question. On the Web, it is assumed that the complete unique identification of an item can be accomplished in a single URL. The URL is really a reference or service request, not a name in and of itself. The real name of the object is independent of the service being provided or any URL that might refer to some manifestation of the object.

The idea of naming objects instead of relying on URLs is not new. Work on Uniform Resource Names (URNs) as a replacement to URLs is nearly a decade old. There have been many eloquent articles written describing the need for digital object names as well as the pros and cons of naming solutions. Interest in more natural names on the Web is quite widespread. For instance, on March 14, 2000 Steve Ballmer, president and CEO of Microsoft, announced Microsoft's further commitment to RealNames Corporation Internet Keyword solution. This technology relates phrases like "ford explorer" to appropriate URLs. This brand name to URL lookup manifests itself today in several Internet browsers and search engines.

The library community deals with standard names of many different forms every day. Some of these traditional names and services need to be carried over to the Web to offer patrons and scholars the level of service they require. Consider a book. The book's title is a name. It provides a reader with a set of words to help them identify and remember the book. We can also say that the book's ISBN is a name. While the ISBN is not used to entice a potential reader or recommend the book to a friend, it is much easier to use than a title when building services since it more uniquely identifies the book.

We would like to propose that identifiers on the Web reflect the names used before the Web came into being. This would allow many of the traditional library services to be provided along with many new services. In essence, we suggest that the name is not a URL or URN or URL-like link. The real name of the object is somehow unique in the physical world and the Web. The name should be part of a URL that designates a service request. For instance, if the name for a book is the ISBN, a standard reference could look something like:
http://purl.org/isbn/ISBN-NUMBER
Since this is a simple URL, the resulting reference might be a display with the book's title and a list of available services. We could even make specific services, like a title/author display available as links:
http://purl.org/isbn/title-author/ISBN-NUMBER
Many services become possible because of the fact that the ISBN is a known standard supported by many systems with additional metadata. If, however, the reference for a given book is just an arbitrary URL or private identifier, these enhanced services become very difficult, if not impossible to provide.

As an example of third-party services and the power of open naming, we are researching prototype name services using ISBNs and metadata to which we have access. These services show that naming on the Web can reflect standard names from pre-Web days. They also show that third-party services do not have to be complex for end-users to benefit from them. For instance, the following two live references in our prototype use ISBNs as suggested above:
http://names.oclc.org/ISBN/0-590-33314-3/
http://names.oclc.org/ISBN/title-author/0-207-15338-8/
Of course, the idea of building name services does not address the issues of access and rights. Just because names are well known, does not imply that all services on the names will be free. Services may very well be restricted, as in the case of document delivery. However, standard references would even help make these services more robust. If references contain the standard name, sites receiving requests that they cannot fulfill can take the standard name in the

request and put new links on the resulting page to jump-start the patron elsewhere. One such link might be something like:
http://purl.org/NAME-TYPE/NAME
Hopefully, the default name service for this name would then help the patron find an appropriate copy or at least provide enough metadata for the patron to inquire further from their information provider. The default service might even help the patron properly authenticate themselves with the site that could not fulfill the original request - or provide a hidden id/password automatically for them.

The idea of default services and services that help patrons after unsuccessful access attempts take on increased importance in light of some recent developments elsewhere. The publishing community recently announced an initiative to ensure that article references can be resolved to the original publisher so the article can be retrieved. This is a wonderful step towards better scholarly research on the Web. Hopefully, this will result in quicker access to the articles and wider dissemination of the materials. However, this effort has several important implications for OCLC members.

OCLC members require multiple suppliers for many resources. They do not want to be put in a situation where there is only one supplier for the information and services their patrons require. As a simple example of why a single source is not sufficient, imagine that a consortium has reached an agreement with a publisher to host a copy of the journals for a given period at the consortium headquarters. When a reference is seen by a patron from the participating institutions, the consortium would want the article retrieved from the local copy, not the remote supplier. Simple resolution back to the original supplier may not sufficiently address this appropriate copy problem.

One possible solution to the appropriate copy problem would be for third-party services to act as resolvers for standard references. These services could take the requested reference, match it against complex profiles based on IP addresses, id/passwords, and administrative and resource metadata to pick the appropriate copy for the patron. The reference and the metadata needed to determine which copy to retrieve need not be (and probably would not be) bound together. We do not believe that each information provider or naming service is going to want to deal with all this complexity. It is therefore likely that name services will have to be provided by parties other than the original content providers. Also, patrons will need help should they come across a reference to a site which they do not have access.

We believe that many services should be built using names that the library community already uses like ISBNs. It is interesting to note that many of the items for which ISBNs have been assigned are not available on the Web. That does not diminish the importance of these names and services. The names can still be used on the Web if appropriate services are built around them such as purchasing, cataloging, referencing, and lending. While we have focused on ISBN examples in this article, similar arguments can be made about ISSNs, SICIs, and other unique identifiers in the library and publishing worlds. It does not take too much effort to think of all kinds of potential services once well known names are applied to objects. Technology is not the limiting factor. We need groups like the OCLC members and publishers to agree on open names. We then need organizations to step forward and commit to services on these names. Maintaining these services will be a big effort. The library community should promote the use of these names and services. If name services are lightly used, the effort to build and maintain them is probably not worthwhile.

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Research capacity in library and information science in South Africa - an overview

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Abstract

Uses bibliometric analyses to provide, in general, an awareness of the overall research potential and capacity in South Africa and, in particular, the potential of institutions in this country. Basically, an on-line list of masters and doctoral theses and dissertations as reflected in the South African Bibliographic Network (SABINET) from 1993-2000 is analyzed in order to determine research capacity and potential. Details regarding theses and dissertations, research themes/subjects, institutions, quantity of the reports, language medium, gender and population groups are analyzed. In the first instance, it is found that a large proportion of graduate research originates largely from LIS departments based at the formerly advantaged white universities and that females, who also publish the preponderance of articles, are the dominant contributors to this output. The University of Natal, the Rand Afrikaans University and the University of Pretoria, respectively, lead in LIS graduate research output. The number of publications arising from the 214 analyzed graduate research projects is found to be minimal while those projects that are the subject of publication are invariably linked to tertiary or university education and training. It is recommended that the universities involved should encourage their graduandi in order to ensure that quality graduate research is published. A large part of the graduate research results is consistent with a similar on-going analysis of the South African Journal of Library and Information Science (which yields the highest number of scholarly/academic articles by South African LIS authors) 1990-1998.

Paper

1. Introduction

This paper aims at reporting on an on-going investigation into research capacity in Library and Information Science in South Africa by using bibliometric analyses. The study objectives are to identify and represent research capacity in terms of: research themes but also with regard to individual research productivity, institutional productivity, size/quantity of publications, location, gender/race of researchers and size of registered research projects. For the purposes of this conference, the results of the first part of the study on the size and nature of graduate research are based on records of theses and dissertations indexed in the SABINET on-line database (as reported by gender, institutional affiliation, language of report, level of graduate research report, population group and research topic). Our definition of library and information science will include: information content, theory, technology, users, processing, centers, systems, services and management.

2. Literature Review

Society is becoming increasingly dependent on research for answers to a myriad of unresolved phenomenological and ontological issues and problems that affect life, sometimes on a daily basis. Both public and corporate organizations are spending enormous amounts of money, time and resources on research and development. Research capacity of an organization largely determines its development, influence, and wealth creation and distribution. When South Africa is positioned in Africa according to number of articles in SCI and SSCI it is singled out to be the largest research producer in Africa (1996). The measurement of research capacity is based on several, often-debatable variables. Three dominant variables, in my view, include the registered, on-going and completed research projects. The other one that is also widely favoured for research productivity analyses is based on publication output. The most commonly used indicators in this case are: journal articles, corporate publications, editorship or research reports, books or chapters in books, published proceeding size of congresses, symposia or conferences, performances and exhibitions (quality control highly debated in scholarly circles), book reviews, and patents. The final category could be the size of industrial property or intellectual property ownership. Publication counts are widely used to measure research productivity by individuals, organizations and even countries.

Bibliometrics is a field that has attracted a great deal of attention among scholars of all disciplines. The existence of an International Society for Scientometrics and Informetrics Congress (organized to foster studies in this unique field for quantitative analysis and measurements of publications) is a manifestation of its popularity. Widely viewed (Broadus 1987; Sengupta (1992), bibliometrics tends to focus on the study and analyses of information resources by country, authors, languages, words, type, research methodologies, articles, obsolescence and distribution of authors in literature. When Alan Prichard (1969) (some of us prefer Otlet) proposed a replacement of 'statistical bibliography' with 'bibliometrics,' he perhaps foresaw that this quantitative method of study held potential for rapid growth. By this time, evidently, 'statistical bibliography' had produced exceptional results, as witnessed by Lotka's law on 'Author Productivity' (1926), Zipf's law on 'The Distribution of Words in Text' in 1933 (Zipf 1935), Bradford's law on 'The Scatter of Literature', and "The Decline in the Use of Materials as They Age' or 'half -life' of literature proposed by Burton

and Kebler (1960). The quantity of research and publications based on the bibliometric method as well as its application, as reflected in standard bibliographic databases, suggest that the methods have been recognized and still enjoy significant support for scientific enquiry. For instance, a BUBL search (http://bubl1.lib.strach.ac.UK/) with 'bibliometrics' yields 81 matches found in 7678 documents from 200 current (last ten years) LIS journals. In Africa the bibliometric method has not been widely popularized as would be expected. There is evidence of its application by West African scholars, particularly in Nigeria(Aina 1997 & 1998) and Ghana (Alemna 1994 & 1996).There is not enough information available to suggest its use for library and information science research in South Africa during the covered period. However, we expect fresh publications from a recent doctoral work completed at the University of Natal (Jacobs 1999).

Boon and Zyl did a recognizable study on research capacity in library and information science in South Africa that covered the period 1979 -1989 (1990) ten years ago. The authors focused on the quantity, relevance and quality of research in South Africa. They identified the disciplines researched frequently as well as those less researched and concurred with similar studies elsewhere that quality of research in "LIS tends to be mediocre rather than excellent or poor'. There are significant commonalties between the current study and Boon's and Zyl's study in terms of the use of database records of completed masters and doctoral research as well as the South African Journal of Library and Information Science for determination of quantitative and qualitative indicators. However, differences in methodology, scope and focus are observed in both instances.

3. Methodology

A database on Union Catalogue of Theses and Dissertations produced by the South African Bibliographic Network (SABINET) on-line (http://www.sabinet.co.za) from 1993 to 2000 was analyzed. This database provides titles of research, authors, level of research work, affiliation and broad subject such as library science, information science, computer science and commerce. Information on narrow subjects such as those indexed in table 6 are not provided. In addition, information on gender, language and population groups are omitted. A Boolean search by library and information science yielded 151 records while that done by information science not library science produced 81 records from 1993 - 2000. All information science dissertations and theses in question were for degrees/qualifications in fields other than library and information science and had a bearing on one of the following fields: computer science, commerce, business management, political science and information systems. Although qualifications reflected the aforementioned fields, they dealt with familiar areas such as information systems, IT, IM, and information needs assessment that also featured in the degrees offered in library and information science. After deleting duplications and irrelevant records, 218 records were analyzed by topic/theme, affiliation, and level of thesis or dissertation, language, gender and population group. A table consisting of relevant rows and columns representing the indicators was designed where the data was first recorded in frequencies using special symbols made for recording purposes. The data items were then quantified and summed up in each case and the results represented systematically and ranked by frequencies, in subsequent tables (see tables 1-7) using a word-processor and excel software programs. The results have been verified by triangulation based on data obtained from the analysis of publications in the South African Journal of Library and Information Science covering 1990-1998.The results obtained from graduate research analysis are largely consistent with those in the journal. Unfortunately details from the journal analysis could not be made available for this paper due to technical constraints.

4.0 Results

The results appearing in this section represent the research capacity based on 218 records in the Union Catalogue of Theses and Dissertations produced by SABINET on completed graduate masters and doctoral research in library and information science from 1993 - 2000 as at 20/5/2000. The records have been analyzed by level of graduate work (e.g. masters and doctoral), by gender (male or female), by population group (emphasis falls on black involvement in research as opposed to other racial groups), by language, by affiliation and, finally, by subject orientation. Table eight collates tables 1-6 for comparative data. A summary of the results appears on tables one to seven.

4.1. Research capacity by levels of theses or dissertation

TABLE ONE: RESEARCH CAPACITY BY LEVELS OF GRADUATE WORK (N=218)

YEAR	MASTERS	DOCTORAL
1999	12	6
1998	10	5
1997	25	8
1996	31	5
1995	43	7
1994	36	4
1993	25	1
Total	176	38

A large part of graduate research is dominated by masters' work (82%) as opposed to doctoral work (18%). Admission to masters in South Africa normally takes place during the sixth year of university education for LIS graduates and fifth year for non-professional degrees. The duration for masters is a minimum of one year full-time or two years part-time. Doctoral degrees take a minimum of two years full-time and four years part-time after masters or equivalent qualification. Masters work can be offered by both course work and mini-dissertation or by thesis/dissertation only. Doctoral work is still offered by thesis only. While high standards are achieved in both cases, the variations found in masters' work have an influence on the depth and breadth of the research report or dissertation and thesis. There has been a decline in masters and doctoral research from 1998. The causes of the decline are worthy of investigation.

4.2 Research Capacity by Gender.

It is of interest to establish the ratio of male to female in regard to graduate research.

TABLE TWO: RESEARCH CAPACITY BY GENDER (N=218)

YEAR	MALE	FEMALE
1999	6	12
1998	6	9
1997	10	23
1996	13	23
1995	24	26
1994	17	23
1993	14	12
Total	90	128

Females (58.7%) dominate both masters and doctoral research output. Female research output in library and information science is higher than 80% while less than 5% in information science technology oriented subjects (computer science, business management and commerce). More males (over 80%) conduct work in information science technology oriented disciplines such as IT and information systems and tend to obtain most information oriented qualifications/degrees in computer science, business management, information systems, commerce, education and political science.

4.3 Research capacity by population group

Population group in this case refers to race. The nascent democracy in South Africa is yearning for black empowerment through redress. Affirmative action is one of the means employed to achieve empowerment. Analysis of research capacity by population group is therefore essential. Table three provides a summary in this category.

TABLE THREE: RESEARCH CAPACITY BY POPULATION GROUPS (N=218)

YEAR	BLACK	WHITE & OTHERS
1999	6	12
1998	8	10
1997	9	24
1996	4	32
1995	6	44
1994	1	39
1993	1	25
Total	34	184

The major population groups in South Africa are categorized in terms of Black, White, Indian and Coloureds. Whereas I intended to provide a breakdown of research capacity by all four-population groups, their identification by names provided in the publication proved to be difficult. However, it was possible to identify African names and this made it possible for analysis of the records by black as opposed to other population groups. Indians and Coloureds sometimes use western names that confuse identity with the whites unless individuals are personally approached in order to establish the population group to which they belong. This may be regarded by some to be an unethical form of approach. The number of blacks involved in graduate research is insignificant, although numbers are slowly increasing (15.6%). There are several career opportunities in

other challenging, prestigious, high-income earning fields that were not easily accessible for blacks in previous times. These include fields such as medicine and engineering. Whether new opportunities in these fields have any influence on career options remains debatable. Attainment of final qualifications in these areas may continue to represent a "long walk" for blacks. It is, however, clear that graduate research largely remains a field occupied by whites. A detailed breakdown by all population groups including non-South Africans may reveal a clearer picture for manpower planners.

4.4. Research Capacity by Language<

The South African constitution permits the usage of eleven official languages including Afrikaans, isiNdebele, siSwati, Setswana, isiZulu, English, Sesotho, Sepedi, Tshivenda, Xitsonga and isXhosa. It is interesting to establish whether the eleven languages are used in graduate research and, if not, which languages dominate graduate research and why. Table four provides a summary in this regard

TABLE FOUR:RESEARCH CAPACITY BY LANGUAGE USE (N=218)

YEAR	ENGLISH	AFRIKAANS
1999	17	1
1998	15	0
1997	29	4
1996	25	11
1995	44	6
1994	26	14
1993	19	7
Total	175	43

Presentation of dissertations and theses in English (80.28%) is increasing as opposed to Afrikaans (19.72%) which is in decline. There is no evidence that other nine remaining languages are used for graduate dissertations and theses. The demise of the African languages in graduate research sets a social agenda to be tackled by those who are keen on the promotion of African languages and the African renaissance. More South Africans seem to write theses and dissertations in English, perhaps because of its popularity with regard to publication and scientific communication.

4.5 Research Capacity by Affiliation

The breadth and depth of doctoral theses and dissertations are normally superior compared to masters studies. This may be indicative of the level and perhaps the quality of research undertaken. For purposes of identification with regard to research partnership and associates as well as affiliations for graduate studies, information appearing in table five on research capacity by affiliation may be extremely important.

TABLE FIVE: GRADUATE RESEARCH CAPACITY BY INSTITUTION AFFILIATION (n=218)

NAME OF INSTITUTION	1999		1998		1997		1996		1995		1994		1993		TOTAL	
University of	U	M	U	M	U	M	U	M	U	M	U	M	U	M	U	M
Natal-Pietermaritzburg (UNP)	5	5	1	6	1	7	1	3	2	13	1	3	-	-	11	37
Rands Afrikaans University (RAU)	2	1	-	-	3	5	2	5	2	5	-	12	-	4	9	32
Pretoria (UO)	-	3	3	1	1	3	1	3	1	3	1	4	1	4	9	20
South Africa (UNISA)	-	-	1	1	1	1	-	2	1	1	1	2	-	5	4	12
Cape Town (UCT)	-	-	-	-	-	3	1	11	1	2	-	3	-	2	2	21
Potchestroom University (PUC)	-	1	-	-	1	1	-	4	-	2	-	2	-	2	1	12
Witwatersrand (WITTS)	-	1	-	2	1	-	-	-	-	15	-	5	-	6	1	29
Stellenbosch (Stell)	-	-	-	-	-	2	-	2	-	1	1	3	-	1	1	9
Zululand (UZ)	-	-	-	-	-	2	-	-	-	1	-	-	-	1	-	4
Orange Free State (UOFS)	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-	2
Vista University (VU)	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Western Cape (WCU)	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
Total	7	11	5	10	8	25	5	31	7	43	4	36	1	25	38	180

A large part of graduate research in library and information science originates from the University of Natal in Pietermaritzburg 48 (22 %), the Rand Afrikaans University 41 (18.8%) and the University of the Witwatersrand 30 (13.76%) that largely offers information science oriented research in Business Management. Following those three closely are the University of Pretoria 29(13.3%), the University of Cape Town 23 (10.6%) and the University of South Africa 16 (7.4%). Potchefstroom 13 (6. %), Stellenbosch 10 (4.6%) and the remaining universities make an insignificant contribution. In terms of advanced research leading to doctoral work, the leading universities, respectively, are Natal (Pietermaritzburg) (11), RAU (9), Pretoria (8), UNISA (4) and Cape Town (2). Most of the Rand Afrikaans University's doctoral are in information science based qualifications in computer science, commerce and information systems.

It is believed that the success of most of the aforementioned universities is attributable to a strong graduate tradition and to the maintenance of a stable graduate supervisory capacity. Most senior academics are still found in the aforementioned universities, which carry on with the graduate tradition. Universities that specialize in graduate library and information science education

such as the University of Natal (Pietermaritzburg) and the University of Cape Town are likely to lead in research and graduate work. Between 1993 and 1999 information science based masters and doctoral research in commerce, computer science, geography and environmental studies, political science, education and music were obtained at the following universities: Pretoria (7-D, 4-M), Rand Afrikaans (4-D, 9-M), Witwatersrand (I-D, 28-M), Cape Town (8-M), Natal (I-M), UNISA (M-4), Potchefstroom (M-2), and the Orange Free State (1-M). The University of Witwatersrand (it does not offer library and information science degrees) has a strong base for information oriented education in business management while the University of Natal (Pietermaritzburg) leads in both graduate masters and doctoral output in Library and Information Science.

4.6. Research capacity by subject orientation and institutional affiliation. It is of particular interest to establish research subject orientation as a whole as well as by institutional affiliation in South Africa in order to determine the gap for manpower development as wel! as popular research topics for research partnership and graduate enrolment. Table six provides an indexed list of the research subjects and affiliations.

Table 6: Research capacity by subject orientation

SUBJECT	FREQUENCY	INSTITUTIONAL AFFILIATION
Information Technology	47	WITS,UCT, RAU,PUC, UP, UNISA, UNP
Management/information management	42	UP, UNP, PUC, UZ, RAU, UNISA, PUC, UCT, UOFS,STEL, UWC
Information systems (includes, EIS, GIS, etc)	30	WITS,RAU,UCT,UNISA,UP,UN
User studies/information needs assessment	26	UCT, PUC, UNISA, UNP, UOFS, RAU, VISTA, UZ, STELL
Information dissemination/services	24	UNISA,RAU,UNP,UOFS, VISTA,UCT,PUC
LIS -education and training	19	RAU,UNP,UNISA,PUC,UP
Library and Information theory	13	UNP,UCT,STELL,UP,RAU
Readership/information seeking	13	UNP,UCT,RAU,UCT,STEL,UZ
Information collection development/management	12	RAU,STELL,UNP,UNISA,UCT
Historical librarianship	9	UNISA,STELL,UNP,UCT
Children's literature	8	UCT,PUC,RAU,STEL
Information security management	7	UNISA,UZ,RAU

Community information services	7	UNISA,UNP,UZ,UP
Cataloguing/classification	6	UNP,RAU,UCT,PUC
Marketing information system/publicity & promotion of information services	5	UNP,RAU
Legal /ethical issues	4	UNP,UP,PUC,RAU
Records management/archiving	4	UNP,UZ,RAU,UNISA
Databases/CD -ROM/ bibliographical	3	UP
Searching and retrieval	3	UOFS, RAU
Information literacy	3	UP,RAU,UNP
Information sources	3	UNP,RAU,UP,
Interlending/resource sharing	2	UNP,RAU
Information mapping/information audit	2	RAU
Publishing	2	RAU
Health information systems and services	2	UP
Information brokerage/consultacy	1	UP
Legal information systems/services	1	UP
Economics information	1	RAU
Indexing	1	PUC

The ranked list of subject orientation for graduate research shows fairly diversified distribution that may be divided into three zones with an interval of 20. Zone one constitutes those subjects that appear between 40 to 60 times. The highest distribution is concentrated in information technology and management. The second zone ranges from 20 to 40 and includes information systems, user studies and information needs assessment and information dissemination. Information Technology and Information Systems largely emanate from non-library and information science degree/qualification programmes and departments such as computer science, commerce and business management. However, there is evidence that collaborative research between LIS departments and the aforementioned programs are ongoing. Zone three ranges from 1-20 as ranked on table six. Most of the 32 subjects ranked in this zone are offered for LIS degrees. Information security management, legal/ethical issues, databases; information mapping/audit and economic information are shared between degree qualifications.

Table 7: GRADUATE RESEARCH CAPACITY INDICATORS COMPARED (MASTERS AND DOCTORAL THESES AND DISSERTATION 1993-2000) N=218

YEAR	1999	1998	1997	1996	1995	1994	1993	Total
MASERS	12	10	25	31	43	36	25	182
DOCTORAL	6	5	8	5	7	4	1	36
FEMALE	12	9	23	23	26	23	12	128
MALE	6	6	10	13	24	17	14	90
BLACK	8	5	9	4	6	1	1	34
WHITE AND OTHERS	10	10	24	32	44	39	25	184
LANGUAGES	17	15	29	25	44	26	19	175
Eng	1	0	4	11	6	14	7	43
Afr								
UNIVERSITY/INSTITUTIONAL AFFILIATION (by number of masters and doctoral research)								
UNP	10	7	8	4	15	4	-	48
RAU	3	-	8	7	7	12	4	41
WITS	1	2	1	-	15	5	6	30
UP	3	4	4	4	4	5	5	29
UCT	-	-	3	12	3	3	2	23
UNISA	-	2	2	2	2	3	5	16
PUC	1	-	2	4	2	2	2	13
STEL	-	-	2	2	1	4	1	10
UZ	-	-	2	-	1	-	1	4
UOFS	-	-	1	-	-	1	-	2
VISTA	-	-	-	-	-	1	-	1
UWC	-	-	-	1	-	-	-	1

5. Conclusions

It is observed that a large proportion of graduate research is produced in LIS departments located in previously advantaged universities and that white females dominate in numbers among those graduating with masters and doctoral degrees. The same gender group publishes the preponderance of articles. The masters and doctoral research output by African South Africans is alarmingly small. Whereas the University of Natal (Pietermaritzburg) leads in both masters and doctoral research output for graduate degree/qualifications in library and information science. Other rankings appear in tables 5 and 7. The publications arising from the 218 analyzed completed research work are minimal and those publications are linked to tertiary institutions or to university education and training

institutions. Where there is no pressure to publish for career growth graduates publish less or nothing. Arguably, research is complete only when it is published. The tradition that requires research supervisors or promoters to produce joint publication with their students from the research project or encourage their students to publish should be encouraged. This would attract good research work, where the authors are reluctant to publish because they are not under any pressure or obliged to do so as opposed to university academics that is compelled to publish. Specialization and location of senior academics that determine graduate research levels, topics, output and other staff related variables, favour previously advantaged universities.

Information reflected in this ongoing study should, in my view, provide data for determining graduate research capacity in South Africa; for knowledge and comparison of graduate research potential; selection of graduate institutions by those aspiring for masters and doctoral research; for student exchange; for research partnership and for determination and developments in graduate research. The rapidly growing research capacity in the country offers promising opportunities for research and professional linkages as well as manpower training at graduate levels for the people of Africa. South African LIS institutions have the potential to play a leading role with regard to LIS research in Africa.

The work done by SABINET with regard to the establishment of a database on graduate research in South Africa is commendable. A current data base on ongoing (registered) and completed LIS research for non-degree purposes is essential to supplement the SABINET. I believe that the forthcoming first biannual DISSA conference to be held in Pretoria during October will set a strong agenda in this regard.

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"Epos" - Norway´s floating library

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Paper

History

This service is unique in Norway, although we have a lot of bookmobile buses throughout the country, there is only one boat. This boat operates the west coast of Norway, with its fjords and its islands, and is a joint service between three county libraries. The first floating library service was started in 1959 in Hordaland, and in 1963 the current boat *"Epos"* was built specifically to serve as a bookboat. At that time the counties of Sogn and Fjordane, Moere and Romsdal joined the service. It is still an important part of the three county libraries' services. Although infrastructure is changing, and roads and bridges are being built, there are still localities most easily reached by boat. The bookboat is 80 feet long, it carries approximately 6000 books, and visits 250 small communities twice a year. The services of the bookboat are funded over the budgets of the three county libraries, with a refund of 50% from the state.

Working on the bookboat

The bookboat sails from September to April, and each trip consists of 64 days in the three counties together. Every day we stop at one to four places, and the average time alongside quay is one to two hours. And during this short and busy period of time we receive sometimes 150 children, with teachers and parents as well - sometimes only a few, depending on the size of the place, and the time of day. Two of the staff from the county library work together on every trip, and the crew of the boat counts the captain, one able seaman and a cook. We all live

on the boat for as long as each trip takes.

The winter season is dark in Norway, and it is a good season for reading - but it is also the stormy season. When the wind grows too strong, and the waves get too high - the only thing we can do is to seek shelter in a hideaway harbour. But this is the exception, and we only give in to the weather gods when we are absolutely forced to do so. The bookboat is known for its punctuality in following the route, and it is a disappointment for everyone when the weather is too rough for us to reach one of our harbours. But as you understand it is a challenge to be a librarian on the bookboat, one of our qualifications has to be that we do not get easily seasick!

Services of the bookboat

Children´s books are a major part of our book collections. In our service we give priority to children, and they are our principal users. Every commune in Norway has a public library, many of them also with several branches. Our three counties on the west coast have many small communes, and a landscape with islands, deep fjords and high mountains that make communications more difficult than in any other part of the country. We find in our communes many small communities without any public library branch, and where the main library is difficult to reach, especially for the children. Their only library is the school library, and in the small communes the libraries of the primary schools are very small and almost non-existing. Even in a rich country like Norway the importance of school libraries is not appreciated and many of them are not equipped to meet the children´s needs in todays´ modern school. So for many of the children the bookboat is actually their main library. The reason for sending the bookboat to these small communities is the same as with all mobile libraries, to bring books to where people are. Even today we find that children are excited by the mere experience of visiting a boat. And while they are on board we get the chance to show them what the library contains, a library with a lot more books than they are used to seeing in their own school libraries, and with a staff that will help them find suitable books. I beleive that this in itself is a stimulation to further reading, and to the discovery of the world of books. They can pick as many books as they like, without limitations - many children take as much as they are able to carry - their supply for the next months.

The bookboat´s collections also include books for adults, and we have several faithful adult patrons that come to get their book supply for half a year at the time. We also have the more occasional visitors that come out of curiosity to see what we have, as well as the parents who follow their children and then happen to find something of interest to themselves as well. During the day we mostly meet the elderly and the young mothers with small children, since all the others are at work, but in the afternoons and weekends we are visited also by the parents and other grown-ups.

Since we only visit each place twice a year we need a system for circulating the books in between our calls, to make the service as much of a library service as possible. We therefore leave book deposits at each place, that vary from 50 to 300 books each time, and change these the next time the boat calls. There is a *"contact person"* at each place responsible for lending these books, collecting them before our next visit and returning them to us. Usually this task is performed by a school teacher, but sometimes also by an interested private individual - not all the small places still have their schools left.

Cultural entertainment

We always offer live entertainment as well as books, such as theatre, puppet theatre, a writer reading his/her stories, music or other performances suitable for children. The schools and the kindergartens are very grateful for this. It is free of charge to borrow books, and to attend the entertainment, this is part of the public cultural budgets in the three counties. We see this as a very important part of our service since the rural districts has very little to offer in terms of cultural events, especially for children, and for 41 years now the bookboat has been the stage were many young children meet live performers for the very first time. We feel that it is part of our responsibility to show existing alternatives to television and computer games, that consumes so much of children´s time, - reading as well as other experiences. Therefore we choose our entertainers carefully, and use professionals with high quality performances. The artists that travel with us also get an experience other than usual, since the bookboat is a very intimate stage to play on, and they get very close to their audience. We use the library itself as a stage, with the children seated on the floor and on small chairs, crowded around the scene. The artists also meet a challenge in the variety of their audience, during the day we mostly have school children and kindergartens that come to visit, but in the afternoon it is open for the whole family, so the audience consists of small children and of grandparents as well as parents, with a variety in age from 0 to 100 years old.

The collections

The three county libraries have their own collection of books which are moved on and off the boat after every trip in each county.

The bookboat carries only a small library, approximately 6000 volumes, and we choose our purchases carefully, trying to meet the needs of our users. Nearly half of the holdings are children´s books - and for the children´s department we purchase about everything that is published in Norwegian, an average of 400 titles a year, in 3 to 5 copies. We have also started building up a small collection of audio books for children. The adults´ department consists of new fiction, a selection of the classics, and have an emphasis on leisure reading - with a smaller amount of popular non-fiction books. But of course we also help our readers who have more specific needs. Any book that the bookboat doesn´t carry in its collection can be sent to the patron from the county library, free of charge.

Finally I have to say that working on the bookboat is a very special part of our job that we enjoy very much, the boat takes us to the small places that we seldom visit otherways, and our service brings us very close to our users. In the county library we mostly deal with the other public libraries and spend the rest of the year in an office, so to meet the young and old readers face to face is always a pleasure.

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Serials standards in convergence: ISBD(S) developments

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Paper

I would like to give you an update of the serials revision process that we have undertaken to produce a new, relevant and useful ISBD(S) standard for describing serial publications in both print and electronic formats.

In taking on this project, and chairing the working group, I soon realized that this process was much more than simply revising an existing text every 5 or 10 years. Updating the standard is a challenge on its own. However, we have embarked on a process that has much wider and serious implications for the processing of serial publications in the world. We are intent on developing a descriptive standard that incorporates all the best and most relevant features of three major standards in international cataloguing: these three standards are ISBD(S), AACR (the Anglo-American Cataloguing Rules) and the ISSN standard. Representatives of all three standards have been involved in this revision process right from the beginning. We are truly on the verge of achieving something special and unique in the area of serials cataloguing during this time of transition and rethinking of our rules faced with the astounding growth of the Internet and the new formats of material. This is an opportunity for harmonization of various rules that will tremendously benefit not only cataloguers, but more importantly, the many users of bibliographic information for serials.

I have been using the term 'serials' and 'serials cataloguing' in my presentation so far. One of the first and major decisions of the ISBD(S) Working Group is that

we subscribe to the revision proposed by the AACR community to expand the scope of seriality to cover a new concept of serial publication, namely a publication that is integrating in nature. As cataloguers we have already had to deal with some types of integrating publications such as loose-leaves but we have never really been satisfied with their definition nor in the way they are catalogued: are they monographs or serials? Now, with the Internet, we must deal with many new types of ongoing publications that are integrating: each 'version' supersedes the previous one. There are no successive issues. Therefore a new term was coined to describe this phenomenon, 'integrating resource'. Its definition is: A bibliographic resource that is added to or changed by means of updates that do not remain discrete and are integrated into the whole. Examples of integrating resources include resources that are loose-leaf for updating and Web sites.

The definition for 'serial' has also been modified. A serial is a continuing resource in any medium issued in a succession of discrete parts, usually bearing numeric or chronological designations and usually having no predetermined conclusion. Examples of serials include journals, magazines, electronic journals, directories, annual reports, newspapers, newsletters of an event and monographic series.

Together, serials and integrating resources constitute the concept of a Continuing resource, which is a bibliographic resource issued over time with no predetermined conclusion.

Continuing resource is therefore the generic term for the types of publication that will be covered by the ISBD(S). As a result the Working Group will propose that the title of the standard be changed from ISBD(S) to ISBD(CR). These definitions are still being discussed by the three communities, and not unexpectedly, there will still be some adjustments that will take place before agreement is reached. However, if we can't agree on some basic notions such as definitions, I feel we may as well pack up our papers and go into our own corners. It doesn't make sense to me to maintain differing definitions for the same publication type; some concessions will need to be made. Once the three communities agree on the definitions, it is very likely that there will not be any objections on the part of the international standards body, ISO, in accepting these new definitions.

The other major area of rapprochement is the challenging and time-consuming practices of title changes. I would like to state very clearly that the intention of our working group, which is endorsed by the other two standards groups, is to reduce the number of occasions where title changes occur and new bibliographic records need to be created. Most publishers probably don't understand cataloguers reasoning when deciding on what is a major title change for what to the publisher is still the same publication. We also have to consider the needs of the user and how the user approaches information retrieval. It is therefore a balancing act between reducing the number of title changes and thereby saving resources, with the need to improve access to information. But the trend in the revision process so far is to reduce the number of major title changes that would necessitate new bibliographic records, and default as much as possible to minor title changes which would be noted in the existing record.

The Working Group has considered various factors in determining what is a major title change. We still come back to counting the number of words at the beginning of the title, and have seemed to settle on the first five words as the important words to count to determine whether there has been a major title change. But why 5 words; why not 4 or 6? We have analyzed in great detail the

impact of using different numbers of words; we have also looked at this question by considering titles in languages other than English. Whatever rules we come up with must be appropriate for titles in all languages. We are developing an international standard, and we must ensure that the new ISBD will make sense to all users. While the three communities are still discussing what constitutes a major or minor title change, there is consensus that in case of doubt, consider the change to be minor. This is a change from current practice.

The Process

I would like to say a few words about the process we are following, the nature of the cooperation in this project, and the expected publication date for a new standard.

The ISBD(S) Working Group was created in 1998 by the IFLA Section on Cataloguing to revise the existing ISBD(S) standard which dates from 1988. The members of the group are mainly from the Cataloguing Section and come from all over the world. There is also a representative from the IFLA Section on Serial Publications and members from both the ISSN network and from the AACR community. It is a good and effective mix of people. All members are very willing to contribute their ideas and their time, and I thank them very much for their ongoing support for this project.

We have tried to meet at least once a year in addition to meeting during the annual IFLA conference. In November 1998, we met in Copenhagen and then in January this year, we met in San Antonio. A sub-group focusing on developing some new ways of dealing with title identification met in Ottawa in June -- I will say some more about this work in a few minutes.

We have met here in Jerusalem and have advanced the revision process. Much of the work is devoted to not only specific questions that I have raised earlier, but also to editing and clarifying both the text and examples in the existing standard wherever necessary. This task is very meticulously carried out by the editor of the standard, who is Edward Swanson.

In the meantime our partners in this harmonized revision process are also following a tight schedule and are trying to stay in synch with each other and with the ISBD(S) revision. The AACR community, as you probably know, relies on the Joint Steering Committee to guide its revision process. The JSC follows a pre-defined revision and consultation process. In spite of the best efforts of all concerned, the timing of the revision process is not entirely in step. Before we can make any final decisions on matters such as the definitions which we developed in San Antonio last January, we must wait for the next meeting of the JSC which is scheduled for mid-September. Similarly the directors of the ISSN national centres are also meeting this September to continue the revision process. The ISSN network hopes to reach consensus on rule revisions so that it can issue the new ISSN Cataloguing manual in early 2001.

The key meeting on which I am pinning my hopes that remaining differences among the three standards will be minimized or eliminated completely will be an invitational meeting of experts from the three communities to be held in November, most likely in Washington. The three standards need to be published without too much delay, and it is my expectation that this meeting of experts will be the last joint meeting of the three communities to resolve any outstanding issues. This is not to say that we will never speak to each other again; in fact the dialogue and the rapport that has been established over the last year must continue as standards evolve. However we will all be proceeding to

issue new standards, manuals and cataloguing rules. In the case of ISBD(S) or CR a final draft text will be prepared after the November meeting of experts. This draft will then be submitted to the ISBD Review Group, as John has described, for approval. It will then be distributed for world-wide review, as is the custom with IFLA standards and guidelines, for a set period of time, probably from four to six months. After the comments are received, they will be incorporated as appropriate, and the text will be submitted to the IFLA Section on Cataloguing for approval. If all goes well, the new edition of ISBD(CR) will be published soon after the IFLA conference in Boston next year. The process will have taken about 3 years, which some people may find to be rather slow, but which I think is very good for a revision of a major international standard done in cooperation with the other serials standards.

The ISST (International Standard Serial Title)

And now I would like to give you a brief description of a new concept that has emerged in the cataloguing and identification of serial titles. All of the activity currently underway with regard to harmonization has provided the impetus to move forward on a new initiative to facilitate international resource sharing -- the ISST or the International Standard Serial Title. As I mentioned before, there was a meeting two months ago in Ottawa of a sub-group of the ISBD(S) Working Group to further develop the concept of this ISST.

The idea was first raised last year by a few creative colleagues who believed that there must be a better way to uniquely identify a serial title, agreed to by all, and that was independent of any national cataloguing codes or network. The ISST would replace the existing key title in the ISSN network and ISBD(S) and most uniform titles established according to the AACR rules. The ISST along with the ISSN number would serve as the principal identifier for a continuing resource, and it would serve as the benchmark for determining when a title change requires a new bibliographic record.

I would like to mention the major players in developing this concept since they have put a lot of thought and time into exploring a new way of cataloguing serials. They are Jean Hirons and Regina Reynolds of the Library of Congress, Reinhard Rinn and Gunter Franzmeier from Germany, and Francoise Pellé and Alain Roucolle of the ISSN International Centre. And I think that their work, while far from being completed, demonstrates the type of thinking that we need in our profession as cataloguers and as users of bibliographic information. We must think 'outside the box' in terms of access to information and how we can facilitate the exchange of information. Again, in this time of great technological change and transition, we have the opportunity to propose new ideas to improve the description of serial publications so that information can be easily exchanged from country to country with minimal human intervention.

Because it is envisaged that the ISST would replace the key title and the uniform title as they currently exist, the implementation of the ISST represents a significant change in existing practice with far-reaching implications. Some of the issues that have surfaced in the discussions to date which need to be addressed include:

- the transition from the assignment of the key title to the assignment of the ISST, including workflow issues within ISSN centres, particularly the impact of the provisional assignment of ISSTs by cataloguers for subsequent authentication by ISSN centres;
- differences in the construction of key titles and uniform titles, particularly with corporate body qualifiers. The ISSN rules for establishing corporate

body qualifiers after a title differ from other national cataloguing codes, including AACR. However, I think we should keep in mind that most serial titles do not have corporate body qualifiers or additions to generic titles. In a recent study done by the ISSN International Centre on close to a million records in their Register, almost 70% of the key titles were so-called simple titles, with no qualifiers or which needed no construction. About 20% of the key titles have qualifiers and the remaining 10% are of the variety of non-unique titles that are followed by their issuing body. I think that sometimes we focus so much on our differences that we lose sight of the fact that most titles would not be treated differently by the three standards we are reviewing;

- differences in the choice of entry. Some cataloguing rules permit more entries under corporate bodies than others;
- transliteration differences. There are two widely used transliteration standards: the ISO standard and the ALA standard. This is not an easy difference to resolve and goes beyond the world of serials into all types of publications. A challenge for another group;
- the use of the ISSN Register as the international authority for ISST. This raises many questions about the accessibility and timeliness of this file of records. However, we are not discouraged, and the June meeting of the ISST subgroup confirmed that although there are major challenges to be overcome, the ISST concept offers significant benefits. Since the ISST will serve as a means of reaching international agreement on what constitutes a major title change and when to create a new record, this will lead to increased opportunities for record sharing internationally. In addition there are other benefits of the ISST:
- it provides stability, as only a change in the ISST would necessitate the creation of a new record;
- it increases efficiency, because for minor title changes, the title proper could be amended without the need to create a new record or change the ISST;
- it enables integration of national cataloguing practices with ISSN cataloguing -- one record would be able to fulfill both functions.

The ISST subgroup plans to further refine the concept with the objective of developing a comprehensive proposal which will include an action plan to address obstacles. Given the significant impact that the introduction of the ISST will have on existing practice, the ISST requires thorough assessment and consideration by the various serials standards communities. This will most likely not be done in time for the revision of the existing standards that is underway. However the ISST is part of our long-term strategic vision on the direction that serials cataloguing should take.

Conclusion

I have sketched out some of the issues that this revision process for ISBD(S) is trying to address. As I said at the beginning, this project has taken on many dimensions far beyond a simple revision of an existing text. However the benefits of developing an up-to-date, useful serials standard, in cooperation with the other standards groups, far outweigh the complexities of the process. These benefits are worth repeating:

- Increased opportunities for national and international record sharing which, in turn, reduces the cost of cataloguing (i.e. costs of original vs. derived cataloguing). There could be shared responsibility for ongoing maintenance of standards for serials and possibilities for joint problem-solving and new developments.

- Although the Internet has made world-wide access to library catalogues possible, having one set of rules to describe serial publications in those catalogues would eliminate confusion for users, and cataloguers, trying to identify and locate material.
- And finally, coming myself from a national bibliographic agency, NBAs could use one record for their national library catalogues and the same record for reporting to the international ISSN register. Currently, some national bibliographic agencies create two records (one for their national library catalogue and the other for the ISSN register); others report to the ISSN register using records created for their national library catalogues thereby, in some cases, violating some of the provisions in the ISSN rules for cataloguing.

Even though the work is complex and a challenge for everyone, the will to improve serials cataloguing standards is very evident from all the participants. If we can achieve some harmonization, we can take pride in the fact that we will have benefitted the entire information community.

Thank you for your attention.

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Mobile library program in Thailand border areas

Chantana Parkbonngkoch
Behavioral Science Research Institute, Srinakharinwirot University
Bangkok, Thailand

Paper

If you ever have the chance to visit the refugee camp, you will realize how lucky you are and how importance the freedom and independence are. Even though one may not own any piece of land yet the freedom of being free in one's homeland is the most valuable. Some said, "You never know until you have lost it."

During 1986?1988, I had the chance to take part in the training program in the refugee camps in the eastern north eastern and northern parts of Thailand at Kao E?Dang, Arunya Prathet, Bann Vina, Leoi; and Chieng Khum, Chiengrai. Experience in the refugee camps was most valuable for me. From my perspective, life in each camp was interesting. The services and sufficient food and services from many agencies and organizations under the responsibility of the UNHCR (United Nations High Commissioners for Refugees) seemed to compensate for their loss of homeland and independence in one level. Without earning their living, they have sufficient four basic needs for life: food, clothes, medical and shelters. However, the suffering from the war and being away from their homeland caused them stress and cultural lags. The re habitations in psychological aspect was promoted. Their psychological problems did affected their parental skills and child rearing practices in certain levels. CYR (Care for Young Refugee) and ESF (Ecole San Frontiers) provided activities for promoting all areas of development of young children through day care centers, adult education , and income generating programs.

One interesting program that I called "mobile library" was composed of the tall wooden cabinet containing of books and toys for young children. The cart/cabinet with 4 wheels could be used as the curtain/stage for the puppet

show. Children and their parents enjoyed listening to story telling and puppet shows very much. While young children were playing toys, drawing on the ground or papers with crayon or doing some art activities, The facilitators, parents were trained by volunteers to read books for children, to talk and to tell stories to children. Parents also helped make children's toys, and were encouraged to collect folktales and traditional toys and lullaby to conserve their culture.

Sometimes the teenage facilitators performed drama. The famous one was "Mama Clean". This was the highlight of performance in the refuge camp. Always a big crowd to see this most interesting drama with the masks. Life in the refugee camp was usually quiet. Without television, or radio in the camp the drama became the most interesting events for them. "Mama Clean" reminded young children to clean their hands before eating and take a bath more carefully. After the drama, some facilitators told stories or read books to young children. These were the wonderful mobile library programs for enhancing love of reading in young children.

A group of Thai academic consultants led by Professors Dr. Aree Sunhachawee of Srikharinwirot University had worked with volunteers and facilitators in this mobile library or moving theatre program. The program so successful that several volunteers would like to introduce this program to Thai villages near the refugee camps.

Thai people in the villages around refugee camps were very poor. Children looked miserable and unhealthy while children in the refugee camps looked healthier and happier than Thai children. This disturbed me greatly. I was happy to take part in this program then. Although, at first we hardly get any funding from the two agencies for children in the refugee camps. However, we received later a small amount of fund for the application of early childhood program for Thai children around the refugee camps.

The objectives of the program were as follows:

- to train Thai village youths to be community volunteers, or youth leaders.
- to empower youth leaders in the villages and the refugee camps and border areas for the security and solidarity of the country.
- to promote the skills and techniques in working with parents in order to enhance all areas of development of young children, especially the reading habit and
- to develop human relationship with people in the community.

I was invited to be the resource person of this training program to promote the development of Thai children. The target group was the community volunteers in the border areas. The villages were small and very poor that they did not have any child center. With the collaborative of community development personals, Department of Community Development, Ministry of Interior, two volunteers were selected from 35 villages to participate in the program. They joined the program as the community volunteers without any pay. Their age ranged from 15?20 years. From five day and five night workshop, they were promoted to be home visitors to help parent understand and enhance the developmental levels of young children as much as they could. Song and story telling techniques were emphasized.

From the first day training, the resource persons were worried about the abilities of the youth leaders to work with children. Some of them seemed too young to work with parents and children. Some lacked of confidence. Some

could not read well. We have to give them a lot of encouragement to enhance their self?esteem and self?confidence. What we could do was trying to inspire them to love and value young children as much as we can. We encouraged them with songs such as "Flowers of Hope," "I Can Do" including words of inspiration every morning, afternoon and night. We tried to make them realize that in the border areas, all of them were invaluable persons that can make the changes in the life of parent and child. Most of the time, our training was emphasized on practising and improving their skills. The developmental guidelines handbook were explored and studied from 3 areas of development centers: social and emotion, physical, intellectual development. The community volunteers enjoyed singing the inspiring songs as well as children songs. Their roles were to tell stories to children with books and puppets.

We took them to practice story telling and using developmental guidelines in one village in order to experience real life situations. Some could not tell story in front of the audience. I allowed them to work in pair with young children. After they gained more confidence, I observed them closer. Some enjoyed telling stories with puppets within the large group. They joined their friends using the cloth as the stage for the puppet show and performed the show together. They also practised working with parents using the developmental guidelines. In the evening, they shared their experiences and discussed about the problems and suggestions for their work. They gradually developed their abilities as well as their personality.

With small financial assistance, we gave each youth leader a package consisted of one developmental guidelines handbook with a few pieces of materials, one 'phakow?ma' (multi purpose cloth) for puppet show, two hand puppets, two story?books for children, and one book with 60 stories. There was very few or not at all children book in the village. After 3 months of working with children with story telling, songs and reading the books and working with parents with the assessment and discussions on the development of young children using the handbook, the youth leaders were invited to the two?day and one night workshop for the follow up and evaluation of the program. There were some evidences on their changes. Most of them seemed to be more active and more confident. Most of them told us that people loved and trust in them. From group discussions and interviews, they said that they became the beloved person of young children. The youth leaders became the popular person in the village!! Children loved to listen to story telling and reading the books. Some lost their books because some children borrowed from them. People gave them fruits and crop products. They visited parents with friendly atmosphere. They helped parents on child rearing, enhance the development of young children in each age. They helped parents how to promote their children's language development and love of reading. Their contributions for children and people in the village without pay must be highly regarded. Such a fine and beautiful relationship! One of them was offered a child care center built from the contributions of people in the village! I missed all of them and proud of them. I should have enough time and sufficient funding to visit these volunteers and extend the program. I know that all of them gradually became the qualified youth leaders. Their kindness could be the ray of sunlight in parents and young children lives in border areas as well as their own lives.

According to the accomplishment of this program, it inspired me to set up a training program for the aids or childcare workers in urban day care centers. I believed in the potential of love of young children and to be loved among parent? child and the volunteers. It also inspired me to conduct an experimental research sponsored by WHO (World Health Organization) on the study on "Fun and Creative Packages for Parent ?Child Interaction" on social adjustment

program in the slum area at Din?Deang district, Bangkok, Thailand. The packages that consisted of a set of constructive play, pamphlet for parent?child interaction, and a story book for decentering of egocentrism with a few questions. Fifteen packages used in this study were brought to young children with parents on the playground every weekend for 4 months. That was an experimental research of two groups. Another group pick up the packages from the teachers in the schools. I found that the group of children that parents came to join the activities at the playground could develop their social adjustment better than the group of children that parents picked up the packages at the school.

From my report, you can see the variety of reach out programs for young children in rural areas and urban areas. Most of them emphasized on promoting child development using effective adult child interaction as well as language development. Love of reading can be promoted by increasing the number of story-books accessible to children.

SUMMARY

There were mobile library programs in the refugee camps that were adapted to the needs and life in the camps. They emphasized on promoting the development of young children and love of reading though story telling and puppets. At the same time parents were encouraged to make toys and tell stories to their children. The mobile library also served as moving theatre. Facilitators performed masked play to attract audience and give the message, and then telling folktales and reading books and providing children with puppet and crayons to do art activities.

There was a program adapted to Thai children outside the refugee camps near the border. The program was to train volunteers from the villages without childcare center. The training emphasized on story telling, singing and book reading techniques for young children. They also were trained to assess the development of children using developmental guidelines. The success of this program inspired the writer to work with child care workers in urban areas and conducted a research in slum area in Bangkok using parental education packages that were comprised of activities and story books for decentering of egocentrism. Social adjustment of young children whose parents picked up the packages at the playground was higher than those whos parents picked up the packages at the school. These were mobile library programs that inspired love of reading for young children.

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Simultaneous Interpretation: N

Managing academic libraries in a digital world: institutional, regional and national developments in the UK

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University of Nottingham, UK

Abstract

One of the important features of digital library development in UK Higher Education has been national co-ordination. Since 1994, the Higher Education Funding Councils have devoted considerable funds to a major research and development programme known as eLib (the Electronic Libraries Programme). National data centres have also been established which host datasets available to all Higher Education Institutions (HEIs) at nationally agreed prices. Most recently, the concept of the Distributed National Electronic Resource has been formulated to take these developments forward in a strategically co-ordinated way.

This paper discusses the impact national initiatives such as these have had on individual HEIs in the UK. Written from the perspective of an institutional library manager (and former eLib project leader), this paper examines the interface between local electronic library provision and national developments. Individual institutions have been active in taking forward the electronic library agenda both with and without earmarked government funding, but often the way in which this has been managed has been strongly influenced by the national strategy. The practical challenge has been to integrate locally provided digital resources with the national resources (plus, of course, existing traditional library resources) in a coherent way for users. Examples of different ways in which this has been done are discussed, particularly in relation to the University of Nottingham and other research libraries.

New ways of working in library services have also been developed in many

institutions, once again often accelerated by national initiatives. These include adopting project-based working, developing multi-skilled teams and forming institutional consortia. The consequences of this are examined.

UK-wide and institutional developments have thus far been most important but there are now an increasing number of regional initiatives which are having an impact on library developments. These are briefly discussed.

Paper

One of the important features of electronic library development in the UK university sector has been national co-ordination. This paper focuses on the issue of national co-ordination and its relationship to institutions in four main ways:

1. some of the main features of national co-ordination of electronic library developments over the last ten years are identified
2. the impact it has had on individual institutions is analysed
3. some of the key issues associated with the interface between national agencies and local institutions are discussed
4. the increasingly important regional and international agendas in the UK are looked at briefly

It will be argued here based on the UK experience that national co-ordination of developments can result in considerable benefits but that the benefits rely on the national strategy being in touch with the needs of users in local institutions. National co-ordination is not 'a good thing' in itself, only when it helps to get the stuff to the users.

The issues are viewed in this paper from the perspective of a manager within an institutional library service with previous experience of working on a national funded electronic library project. However, it is hoped that the discussion may be of interest to others since some of the points raised may have relevance for those involved in regional co-ordination and consortia-based developments outside the UK.

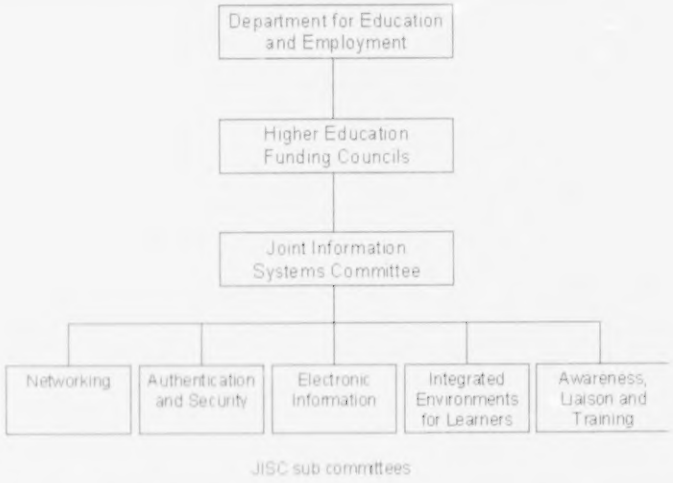
Background

The ways in which national co-ordination can be achieved (if at all) depend to a large extent on the wider national context. The UK has a tradition of national co-ordination of many kinds - political, economic, legal. The structure of UK government is well suited to UK-wide initiatives. Such initiatives are also common in the general library world in the UK, quite apart from electronic library developments. For example, the British Library provides a national inter-library loan system which satisfies the vast majority of traditional ILL requests in the UK.

National co-ordination is also a feature of the funding arrangements for the UK university ('higher education' or HE) sector. National co-ordination of HE electronic library development has been achievable in large measure because of this. As Figure 1 illustrates, all universities in the UK (with one or two notable exceptions) are funded by central government through the Department for Education and Employment (although some research grants are provided by other government departments). The DfEE works through the Higher Education Funding Councils (there are separate funding councils for England, Wales, Scotland and Northern Ireland) who allocate funds to institutions. The funding councils also place some HE funds in the hands of national co-ordinating bodies, one of which is the Joint

Information Systems Committee (JISC). JISC is jointly supported by all of the funding councils, and carries out work centrally for UK universities. It is the JISC (or its predecessor equivalents) which has been responsible for much of the co-ordinated electronic library development in the UK.

Figure 1: The funding structure for national developments



The mission of JISC is "to stimulate and enable the cost effective exploitation of information systems and to provide a high quality national network infrastructure for the UK higher education and research councils communities."[1] The basic rationale for JISC activity is that it "should demonstrably add value beyond that which could be achieved by institutions acting individually or collectively." It attempts to do this at present through five sub-committees: networking, authentication and security, electronic information, integrated environments for learners, and awareness, liaison and training.[2] These sub-committees represent a wide range of interests and activities, many of which have some impact electronic library developments. Of course, JISC is not the only body to provide funding for national electronic library developments. Other funding has come from the European Union or from commercial organisations; but JISC is the most significant.

Features of national co-ordination

The fact that most co-ordinating activity is being carried out by one body has not meant that national co-ordination in the UK is monolithic. On the contrary, it has occurred in different ways at different times and has therefore had different impacts on institutions. The various forms of UK national co-ordination may be summarised as follows:

- National infrastructure services
- Communications services
- Content services
- Negotiating services
- Middleware services
- Research and development funding
- Advisory and expert services
- Standards and guidelines
- Training and awareness services

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These are discussed in turn with most attention being given to content services and R&D funding.

National infrastructure services

The most significant service in this area is the Joint Academic Network (JANET). JANET is a high speed network linking universities to each other and the outside world. It has been in existence for many years and been continually upgraded. The latest version of SuperJANET (as it now known) provides a 2.5Gb core network initially, moving to a 20Gb core network by 2002.

JANET has provided a foundation for electronic library developments. For institutions, it has meant that access to the Internet has been heavily subsidised by the centre. Institutions have to fund their own local area networks, and moderate charges for transatlantic traffic are in place, but Internet use is still very inexpensive to institutions. Costs for transatlantic traffic have been kept to a minimum by the introduction of other complementary services, the national cache and the national mirror. Together these services are clear examples of the systemic coherence of service provision that is possible with national co-ordination.

For users in institutions, the Internet has always been free at the point of access. This has created a culture in UK HE of high Internet usage - an ideal climate for the development of electronic library services. JISC itself has attempted to encourage network usage of all kinds. For example, users have been encouraged to use the network for communication by the establishment of national services such as Mailbase which runs e-mail discussion lists for the UK university community.[3]

As well as providing the network and encouraging people to use it, JISC has also funded the development of three of Data Centres to manage content on it. The Data Centres, BIDS, MIMAS and EDINA[4], are housed by the Universities of Bath, Manchester and Edinburgh respectively. Between them they provide the national organisational infrastructure for electronic content provision. Since the establishment of the first Data Centre, BIDS in 1991, a number of significant datasets have been made available on the network, first via telnet then on the web.

Content and negotiating services

Large amounts of JISC investment have been concentrated on producing or delivering electronic content. This content has taken a large number of forms: "scholarly journals, monographs, textbooks, abstracts, manuscripts, maps, music scores, still images, geospatial images and other kinds of vector and numeric data, as well as moving picture and sound collections."[5] The content has been provided in different ways which have led to different institutional responses.

The main ways in which national content has been delivered are:

1. JISC (or a JISC-assisted service) has funded the production and delivery of content
2. JISC has acquired externally produced content and then
    i. managed and delivered content with its own user interface, or
    ii. managed and delivered content with the publisher's interface

3. JISC has negotiated access to the publisher's site
4. JISC has provided content for institutions to deliver

Firstly then, some content has been provided by JISC (or JISC-assisted services) where JISC has funded the production of the data itself and also its delivery. Examples of this are the Internet subject gateways, such as SOSIG, OMNI, and EEVL.[6] These services provide searchable metadata for quality web resources in certain subjects. They are based in various university institutions in the UK. For example, OMNI, the medical and health sciences gateway, is based at the University of Nottingham. The first group of these gateways were set up as projects under the eLib programme (see below) but are now run as ongoing services. Recently, they have been grouped together in JISC strategy into the Resource Discovery Network (RDN) and their work co-ordinated by a national team.[7] Gateways have been brought together into subject discipline clusters (so called 'hubs') and encouraged to expand their activities into becoming major subject portals. Action has also been taken to ensure that the gateways interoperate and have compatible collection policies.

The great advantage for institutions of the services funded and delivered by JISC is that they are free at the institutional level. JISC has often provided services which are of considerable value to institutional users, some of which would not have been provided by commercial suppliers. In some cases they have been taken up and used enthusiastically in institutions. In others, it must be said, take-up has been patchy. It has become clear that making stuff available is one thing, getting people to use it is quite another. Sometimes it is a problem with the services. Many were developed as projects on tight budgets and it has taken time to achieve a critical mass of material. Sometimes it is a problem of marketing. National services have often relied on institutions to market them to local users. This has not always happened.

As well as providing its own content, JISC has also provided access to the content of other (often commercial) providers. Sometimes a Data Centre takes a publisher's data and provides access to it via an interface developed by the Data Centre. Perhaps the best known example of this is the BIDS ISI service, which between 1991 and 2000 provided access to the ISI citation indexes. This service has had a major impact on UK HE. It has played an important role in encouraging staff and research students in particular to use the electronic library.

The take-up of BIDS ISI during the 1990s was remarkable.[8] In the early days, it was one of the first self-service online resources. Institutions were charged at a fixed annual rate (rather than 'pay as you go'), which meant that institutions have been able to encourage end users to carry out their own searches without having to worry about the bill. The system was designed by BIDS with UK HE in mind and was regularly improved in-line with feedback from the community. It also produced high quality documentation and marketing material. All of this created a sense of ownership within the UK university community - this may not have been case with a simple commercially provided resource. More recently, other services have been designed along the same lines. BIDS has provided the Ingenta service (aggregating full text e-journals from various publishers), EDINA has provided a range of services, such as Digimap (delivering UK mapping data).

However, some publishers have been unwilling to hand their data over in such a way and have insisted on delivering it through their own branded interface. This is now the case, for example, with the ISI indexes. BIDS ISI has now been replaced by Web of Science which has the standard ISI user interface. It is still a JISC-supported service and is now served from MIMAS. Similarly, EDINA provides access to a number of Ovid datasets, using the Ovid user interface. JISC has been involved in negotiating deals of this sort with a wide range of publishers.

On occasions, the role of JISC has been limited to negotiating for the community and has not included delivering the data. JISC negotiates access to a service but the publisher still manages the data at its own site. A recent example is the Oxford English Dictionary online service.[9] It is also true of a large number of e-journal deals for which JISC has set up a negotiating agency known as the NESLI (National Electronic Site Licence Initiative) service. The advantages for institutions of JISC-led negotiations are obvious but very important. A nationally negotiated package often results in a better deal for each individual institution. There are usually standardised licenses and access agreements. These factors have been crucial in encouraging UK universities to invest in electronic library services. However, there is a downside. This and the preceding model of national content provision mean that JISC has little control over the presentation of the data itself. Wide disparities of user interface and access method have often developed.

The final form of JISC-supported content provision is a new one. Here a JISC service produces digital content which is delivered at an institutional level. This category refers specifically to HERON (Higher Education Resources On Demand),[10] a new service which acts as a national clearing house for copyright permissions for course readings. In particular, it was set up to deal with electronic copyright. Once copyright permission has been obtained for material, HERON offers a digitisation service and supplies digitised files to institutions. Institutions then mount the files for local users.[11] Although institutions pay a fee for this service, the early signs are that this is considerably cheaper than each institution seeking permissions individually. Other key advantages of JISC-led development - economies of scale and the avoidance of duplication - also come into play here.

The categories of national content services in the UK are not watertight but they are indicative of the range of possibilities. Other models of content delivery may emerge, especially in relation to images and moving images in the future. The current models range from the position where institutions are consumers of free services to where they are purchasers of commercial services. Sometimes institutions benefit from getting free high quality data, sometimes a tailored interface, sometimes a better price. National co-ordination does normally play to their advantage. Take-up of content services offered on a national basis has however varied considerably. For reasons of price alone, take-up in any one institution of the range of services is only ever partial. On occasions, institutions have complained they are not aware of the range of resources available to them. Even when an institution does take a service there may be a problem of take-up within the institution. There are marketing responsibilities here. JISC has to market services to institutions and institutions have to market services to users. Both are essential if national provision is to be successful. Both could be improved.

Content coherence and the DNER

There is still a major problem. The problem of incoherence. It is a problem at both a national and institutional level. At a national level, it is clear that the range of services offered are to a large extent separate and self-contained. They are available in different places with different interfaces and different access methods. At an institutional level, the problem of incoherence is compounded by the fact that there is a wide range of electronic services (JISC and non-JISC) plus services in other formats. Institutions find it increasingly difficult to present users with a coherent view of the wide range of different resources available to them local and remote, printed and electronic. What can be done?

At a national level, there are a number of important developments. Perhaps the most significant of these is that national content services are now being managed at a strategic level in a more co-ordinated way. The concept of the Distributed National Electronic Resource (DNER) has been formulated to give these various national services a coherent identity. At the same time, JISC has appointed a DNER directorate to give developments strategic direction. JISC strategy documents characterise the DNER as "... a managed environment for accessing quality information resources on the Internet which are available from many sources." As such it encompasses the work of the Data Centres, RDN subject hubs, and JISC-provided and JISC-negotiated datasets. The DNER directorate has as one of its strategic aims to bring "coherence out of chaos". The opportunity is there for developments such as national collection development policy and access strategy. The former has existed in embryonic form for some time,[12] the latter is currently being developed. Access strategy involves the whole question of interoperability and interconnectivity - attempting to get services to release their value to a greater extent by enabling them to be used in a more integrated way. The possibilities of developing common user interfaces (using, for example, Z39.50), or of linking between bibliographic and full-text services are currently being considered. The amount of control the DNER team has over the data and its presentation varies, but it is hoped that by operating on a national scale the community can where necessary use its market power to influence data providers.

It is envisaged that the DNER will be accessed through various portals - based perhaps on subject or community, but institutional entry points into the services will always be amongst the most important. In providing these entry points to the DNER, institutions themselves are also addressing this issue of coherence. Most are currently taking a pragmatic view of the situation by trying to construct information landscapes for users based on their web sites. These information landscapes have to provide users with a view of the range of information resources available to them. DNER resources are only one part of the picture. At the University of Nottingham, we have recently redesigned the Library Services web site to act as a gateway to the range of resources available to users.[13] The site provides access to the web OPAC (Aleph) and two other web-enabled databases. These provide access to 'Subject Resources' (a collection of key resources in all formats - web resources, CD-ROMs, printed materials and so on) and e-journals. The site is based on a subject approach. Rather than listing material by format or source, users are encouraged to look at material by subject. It is hoped that this will enable users to take a more coherent view of the resources.

This kind of pragmatic response is important but only partial. Further research needs to be carried out on how institutions can tackle this problem in the medium term. It is interesting that JISC has financed a number of 'hybrid library' research and development projects to address the issue of integration and coherence (see below). The DNER directorate has also begun to make efforts to help institutions provide access to data over which it has direct control by local means. The new pilot service, RDN-i allows institutions to cross search all of the subject gateways simultaneously, providing the search form and results from within the institutional web interface. This is an interesting early example of where national and institutional efforts to achieve coherence have come together.

Middleware services

Another way in which the problem of coherence from the user perspective has been

addressed is in the development of middleware initiatives. Perhaps the most significant of these is the national authentication service, ATHENS. ATHENS provides an important standard authentication front door to the DNER. As many as 70 services now have ATHENS authentication. Because of the growing importance of the ATHENS service, many commercial data providers have made their services ATHENS-compliant. The service has been taken up enthusiastically by institutions. There are now 700,000 ATHENS user accounts in 300 institutions. Although this is a national service, much of the administration is devolved to institutions. This is however considered to be acceptable simply because the benefits to the user are considerable. They can access a wide range of resources using only one username and password.

R&D funding

As well as providing a series of 'hard' services (the network, content, authentication), JISC has also supported a number of 'soft' initiatives to complement the services. One of these is research and development funding. Perhaps the most significant programme in this area has been eLib, the Electronic Libraries development programme.[14] This programme was launched in 1994 and is due for completion at the end of 2000. It took the form of a nationally co-ordinated programme with a central directorate which provided support for projects and monitored their development. Projects were carried out within individual or consortia of institutions but were funded centrally by JISC along with institutional contributions. Institutions went through a competitive bidding process for the available funds and bids had to be focused in broad areas defined centrally.[15]

The first phases of eLib (phases 1 and 2) concentrated on a number of different areas:

- Electronic publishing: including projects developing e-journals, pre-prints, electronic short loan, on-demand publishing, digitisation, digital images, quality assurance
- Resource access: including document delivery, access to network resources
- Training and awareness
- Supporting studies

In total there were about 60 projects, accounting for £15 million between 1994 and 1998. The final phase of eLib built on many of the emerging lessons of phases 1 and 2. In particular, it attempted to address the issues of information coherence and service implementation. How could these separate technologies and services be taken forward in a more integrated way? Phase 3 had the following strands:

- 'Hybrid libraries': aiming to set up models and exemplars of how libraries can be given coherence
- 'Clumps': implementing Z.39.50 to create virtual union catalogues
- Digital preservation: investigating issues, promoting awareness and making recommendations
- Projects to services: allowing selected phase 1 and 2 projects to continue their service with the aim of becoming self-supporting

In all there are 20 projects, funded to the tune of £5 million. Most of these projects are still due to report but it is clear that they have already begun to have an impact on the technical development and strategy of JISC and individual institutions. Aspects of DNER strategy have for example clearly been influenced by eLib outcomes. The influence of directed R&D on national strategy is set to continue. Although, the name

eLib is being dropped, new R&D projects to enhance the DNER are currently being set up. JISC is investing a further £14 million in this over the next three years.

The impact of eLib on institutions still needs to be formally analysed but it is certainly clear that it has had a profound affect at a local level. Since over 100 higher education institutions have been directly involved in eLib projects, the impact has also been widespread. Some of the consequences of eLib at the institutional level can already be identified:

- Many successful JISC services (such as subject gateways and HERON) grew out of early eLib projects.
- Many of the projects proved to be genuinely beneficial to the institutions which housed them by enhancing the service.
- eLib concentrated on practical development work rather than pure research. This meant that many technologies could be quickly applied by others.
- eLib has acted as catalyst for electronic library development in institutions apart from the projects themselves. Many of the concepts involved and many of learning outcomes from projects have filtered into library organisations. eLib projects had a brief to disseminate their work as widely as possible. Many have done this successfully and have become exemplars for other local initiatives.
- eLib had the effect of creating new technical and managerial skills and a newly skilled group of staff in UK HE who have been great benefit to institutions.
- eLib had major impact, amongst all staff, on the culture of organisations and the academic library and information profession.
- It has often been a useful focus for library and computer service staff to work together often in multi-skilled teams.
- eLib has had the affect of improving project planning and working in institutions.
- With externally funded projects comes bidding, it is noticeable that a bidding culture has also developed.
- Because some institutions become good at bidding and others do not, eLib did in some respects lead to the development of 'haves' and 'have nots'. Some institutions were successful in attracting funding and running multiple projects, others were not.
- Many eLib projects were implemented by consortia. The programme has encouraged partnerships between HEIs.
- eLib has also enabled institutions to engage in a dialogue with commercial suppliers. Some participated as partners in projects, others have simply monitored technical outcomes. In either case, eLib has helped to affect their agenda and influenced technical direction.

Some have argued that eLib activity might have been more co-ordinated. Amongst the projects, work was sometimes duplicated. There were, for example, several similar 'electronic short loan' projects. However, it is worth noting that some projects working in the same areas were more successful than others. Funding a number of projects in the same areas has led to the opportunity to make evaluative comparisons. More co-ordination might have been achieved in other areas, however. At a central level, eLib was run in parallel with another JISC R&D programme, JTAP (JISC Technology Applications Programme). It is ironic that although both programmes were co-ordinated nationally and both had a great deal in common, they were run by different JISC committees and never fully co-ordinated with each other! It is encouraging that the recent JISC calls which succeed eLib and JTAP have involved more co-ordination.

Other national services

As programmes like eLib progressed and as institutions launched their own electronic library initiatives, it became clear that similar issues were being raised in many places. Partly in response to this, JISC has funded a number of advisory and expert services to serve the national community. These include the HEDS (Higher Education Digitisation Service), TASI (Technical Advisory Service on Images) and UKOLN (UK Office for Library and information Networking). These services have different remits but carry out research, produce documentation, act as consultants, and in some cases carry out practical work for institutions. Many of these are free to institutions.

Linked to this, JISC has also supported the development of a series of national guidelines and standards. For example, JISC has produced guidelines for the production of institutional information strategies.[17] Various JISC agencies have also been active in contributing to international standards such as Dublin Core and Z39.50.[18] Finally JISC agencies have been set up to carry out training and marketing activities. One example of this is Netskills. Initially an eLib project, Netskills[19] is an Internet training service, producing online training packages, documentation and carrying out training activities.

Once again these services have supplemented and supported institutional provision. Often they have provided a valuable way of avoiding duplicating work or have saved institutions money by providing expert assistance at subsidised rates. These services have begun to play a significant role in embedding nationally co-ordinated services in local implementations. Local implementations are however going at different speeds and with different emphases. The relationship between the central and the local can always be strengthened to improve this.

National and institutional issues

Having discussed national developments and their immediate impact on institutions, it is now possible to draw together some key issues. There are key benefits at the institutional level of nationally co-ordinated developments in the UK. Institutions benefit from a wide range of services (infrastructure, content, middleware, expert support and so on) which are inexpensive or even free. These services are often tailored to their needs. Institutional provision is usually simplified by standard national licences and access agreements. These are significant benefits, but a number of issues remain which require further discussion.

Perhaps most importantly, institutions and co-ordinating bodies need to maintain an awareness of the limitations of co-ordination. It is not a panacea. It will not solve all of an institution's problems. It should aim to solve some of them and should always be designed to support and enhance the institutional provision. As such it should stay in touch with the needs and concerns of institutions.

Any attempt to build a national electronic library collection in particular needs to have institutional requirements at its centre. For example, there is little use in striving for a coherent, self-contained collection at the national level when access to it by users in institutions will always be partial and when nationally provided resources will only ever be part of the totality of information resources available to them in their institutions. The national collection should be built to ensure it can be used in the way institutions need to use it. Institutions can be assisted in various technical and organisational ways to give their users access to national services.

The issue of coherence also should continue to be seriously addressed at both the national and the institutional level if users are to make full use of resources available. This is certainly beginning to happen at the national level as well as locally.

The problem of incoherence is not one that can be solved by the higher education community alone, of course. It requires the responsiveness of commercial providers, many of whom operate at a multinational level. How far should a national agency go in trying to intervene in the market? Should national co-ordination simply be involved in negotiating deals on behalf of institutions? Should it act as a corrective to the market by setting up services which the market will not? Should it fund research and development work which may then be used by the commercial suppliers (or does this amount to doing their work for them)? Should it encourage commercial suppliers to provide certain services (such as Z39.50) which they may not otherwise do? JISC has certainly answered in the affirmative to many of these questions; if it is to continue to be as active there has to be a clear strategy and sufficient funding.

If national agencies are involved in setting up non-commercial services, the issue of sustainability becomes crucial. JISC has attempted to encourage some services, like the subject gateways to become self-supporting (through sponsorship and advertising). But the success of this has been variable. A humanities service will always find it more difficult to gain commercial sponsorship than say a business studies one. If a resource is worth having, is it not worth funding? If so, who should fund it? Many institutions would claim that implementing nationally funded projects or housing nationally assisted services actually results in substantial hidden costs locally which are difficult to justify within the institution.

This is not just a financial question. In many other ways the demarcation line between the national agencies and the institutions is unclear. Who is responsible for what? At present, for example, who is responsible for developing e-print archives? Should institutions wait for this be co-ordinated at a national level or should they begin investing locally?

Some have argued that too much national co-ordination stifles local innovation. It has been suggested, for example, that there is a danger of a 'vision gap' developing amongst some senior library managers in institutions. Instead of seeing what needs to be done and driving developments themselves, they may be inclined to sit back and wait for things to happen or at least be told what to do. National agencies need to guard against this over-reliance on their work by ensuring the agendas of national bodies are kept in synchronicity with institutional needs and that it is set as much bottom up as top down. Of course, national agencies, such as JISC are largely composed of representatives from institutions but it needs to ensured that they put in place clear mechanisms for communicating with institutional policy makers more widely.

This is particularly important now since institutional library managers increasingly need to ensure that electronic library strategy fits in with other institutional aims. For example, there are pressures in most UK institutions at present to develop sophisticated virtual learning environments for students. The question of how the electronic library fits into these learning environments needs to be addressed. Once again, national strategy needs to ensure that these institutional concerns are taken into account.

It has already been pointed out that providing resources is one thing, getting them to be used is quite another. National initiatives have often suffered from patchy implementation in institutions. As well as ensuring that communication between institutions is enhanced, marketing to users also needs to be improved. This applies at both a national and institutional level. National services are however best marketed at

an institutional level. Strategies need to be put in place by national agencies to assist institutional library services in marketing services to their users.

The complexities of national co-ordination need to be managed carefully if it is to be successful. In the UK considerable progress has been achieved through national co-ordination but the balance between national strategy and institutional implementation needs to be kept under constant review. This can only be achieved where institutions and national agencies are working in partnership to serve users.

The future: regional and international developments

The JISC strategic aims for 2001 to 2005 include "regionalisation" and "globalisation" of its activities. It is yet to be seen precisely what these aims will mean on the ground but they could potentially have a profound effect.

The regional agenda is one which is affecting all aspects of UK society at the moment. Greater powers are beginning to be devolved to the different countries of the UK (not strictly 'regions') and the regions of England. JANET has increasingly become based on a series of Metropolitan Area Networks which are supported regionally. Regional co-operation in library development of all kinds is becoming more common. Many regions may soon be able to lead on developments which may benefit their particular user communities. There is the distinct possibility that the 'evenness' of national provision at present may be changed as different parts of the UK advance at different rates. It will be interesting to see how the national and regional agendas interact.

Whilst there are pressures to devolve some activities to a regional level, there are equally others to operate on an international level. Many aspects of electronic library development do not know national borders. Technical standards, for example, have to be worked out on an international basis. JISC is already active in this area. Partnerships in research and development, and service delivery are also already beginning to happen.[20] Since many of the advantages of national co-ordination may also apply to international co-ordination these developments should be encouraged. It should be emphasised however that the needs of users in the institutions must be at the centre of these developments. Their success should be judged by their impact on the real lives of university staff and students on the ground.

Conclusion

User needs should be at the heart of electronic library development. In the UK, major developments at a national level have enabled institutions to improve the service they give to their users. With the newly co-ordinated DNER strategy, this is set to continue. It is important that this strategy will not just involve enlargement of the collections but also improvements in the ways national agencies assist institutions to market and deliver the services. The relationship between the national agencies and institutions is crucial, but even more important is the relationship between users and service providers (institutional and national). The national-institutional partnership is worthwhile because it is a valuable way of improving the service.

Abbreviations

BIDS - Bath Information Data Services
DfEE - Department for Education and Employment
DNER - Distributed National Electronic Resource
EDINA (Edinburgh University Data Library)
EEVL - Edinburgh Engineering Virtual Library
eLib - Electronic Libraries Programme
HE - Higher Education (university level education)
HEI - Higher Education Institution
HERON - Higher Education Resources On Demand
JANET - Joint Academic Network
JISC - Joint Information Systems Committee
JTAP - JISC Technology Applications Programme
MIMAS - Manchester Information and Associated Services
NESLI - National Electronic Site Licence Initiative
OMNI - Organising Medical Networked Information
RDN - Resource Discovery Network
SOSIG - Social Science Information Gateway
UKOLN - UK Office for Library and information Networking

Notes

1. See http://www.jisc.ac.uk

2. The structure of JISC of course changes from time to time. The names of national committees have also changed. This paper will refer to JISC where this is taken to include parts of JISC, JISC-assisted services or their predecessor equivalents.

3. See http://www.mailbase.ac.uk

4. BIDS (Bath Information and Data Services) http://www.bids.ac.uk/, MIMAS (Manchester Information and Associated Services) http://www.mimas.ac.uk/, EDINA (Edinburgh University Data Library) http://edina.ed.ac.uk/

5. 'Adding Value to the UK's Learning, Teaching and Research Resources: the Distributed National Electronic Resource (DNER).' JISC working paper, October 1999. http://www.jisc.ac.uk/pub99/dner_vision.html

6. SOSIG (Social Science Information Gateway) http://www.sosig.ac.uk/, OMNI (Organising Medical Networked Information) http://omni.ac.uk/, EEVL (Edinburgh Engineering Virtual Library) http://eevl.ac.uk/

7. http://www.rdn.ac.uk/

8. For a discussion of the success of BIDS ISI see Terry Morrow 'BIDS - the growth of a networked end-user bibliographic database service'. Program, 29, 1, 1995, pp. 31-41; Stephen Pinfield 'The use of BIDS ISI in a research university: a case study of the University of Birmingham'. Program, 32, 3, 1998, pp. 225-240.

9. http://www.nesli.ac.uk

10. http://www.heron.ac.uk

11. The process is described at http://builder.bham.ac.uk/documentation/electronicshortloan/esl-heron/index.asp

12. For the DNER collection development policy see 'An Integrated Information Environment for Higher Education: Developing the Distributed National Electronic Resource (DNER).'JISC working paper, December 1997. http://www.jisc.ac.uk/cei/dner_colpol.html

13. http://www.nottingham.ac.uk/library

14. http://www.ukoln.ac.uk/services/elib//

15. See Chris Rusbridge "Towards the hybrid library" D-Lib Magazine, July/August 1998, http://www.dlib.org/dlib/july98/rusbridge/07rusbridge.html

16. HEDS (Higher Education Digitisation Service) http://heds.herts.ac.uk/, TASI (Technical Advisory Service on Images) http://www.tasi.ac.uk/, and UKOLN (UK Office for Library and information Networking) http://www.ukoln.ac.uk/

17. http://www.jisc.ac.uk/info_strat/

18. See for example work carried out by the Interoperability Focus at http://www.ukoln.ac.uk/interop-focus/ and by UKOLN at http://www.ukoln.ac.uk/metadata/

19. http://www.netskills.ac.uk/

20. For example JISC has recently funded a number of R&D projects jointly with the National Science Foundation in the USA.

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The IFLA UBCIM Programme and the Permanent UNIMARC Committee (PUC) - Report of activities 1999-2000

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&
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Chair of the PUC

Paper

The IFLA UBCIM Programme continued to work towards fulfillment of the main goals of its Medium Term Programme (MTP) 1. The first is related to the development and promotion of bibliographic standards and guidelines, with particular attention to new technologies. Activities in this field are conducted in close cooperation with the Division of Bibliographic Control, for example the follow up of the International Conference on National Bibliographic Services (ICNBS). UBCIM is also represented in some of the Division's Working Groups, such as the WG on Metadata.

An important joint project is the posting of all ISBDs on the IFLANET. At present only the ISBD(ER) is available electronically 2, but a list of all ISBDs in English has been posted 3 and links to electronic versions will be provided step by step. The ISBDs have been translated into 26 languages and all countries having published those translations were contacted in June 2000 and encouraged to produce lists and electronic versions of their publications on their respective homepages (which will be later on linked to the IFLANET list).

Promotion of standards continues through worldwide seminars organized by UBCIM and the Division of Bibliographic Control. Following the IFLA/UBCIM Regional Seminar on Bibliographic Control in Kuala Lumpur, Malaysia, "The Function of

Bibliographic Control in the Global Information Infrastructure" in Vilnius, Lithuania, and "Bibliographic Control in Latin America and the Caribbean on the Eve of the Third Millennium" in Mexico in 1998, an international Transcaucasian Workshop was held in Tbilisi, Georgia in October 1999 4. This was the first major event of this kind held in the region. A similar meeting is planned in Armenia in 2001.

In addition to these seminars, the Director of the Programme represented IFLA at various meetings, some held with organizations with which UBCIM liaises, e.g. ISBN, ISMN, ISSN and Indecs. She also made a presentation at a Seminar on Machine-Readable Cataloguing, held at the National Library of Russia in St. Petersburg in December 1999, and at the 9th International Bibliological Conference, organized by the Russian Book Chamber in Moscow in April 2000.

The second MTP goal concerns the promotion of the development of authority control at the international level. For this purpose, a Working Group was established in summer 1999, as a follow up to the group which produced the report on Minimal Level Authority Records (MLAR) and the ISADN5. This WG, Functional Requirements And Numbering of Authority Records (FRANAR), comprises ten members and is chaired by Françoise Bourdon (BnF). FRANAR is currently focussing its attention on the entity-relationship model for authorities. It liaises with other interested groups, such as Indecs (Interoperability of Data in E-Commerce Systems), ICA/CDS (International Council on Archives / Committee on Descriptive Standards), ISO TC 46, and CERL (Consortium of European Research Libraries). Members of the WG have closely examined the International Standard Work Code (ISWC) and the International Standard Audiovisual Number (ISAN). The WG is meeting this week.

The third goal reads "Maintain and promote the UNIMARC format through a group of experts, the Permanent UNIMARC Committee (PUC)". The PUC held its 10th annual meeting in Lisbon in February 2000. This was the occasion to say good bye and a big thank you to the Brian Holt, Vice Chair and editor of UNIMARC Manual: Bibliographic Format who served as a standing member since 1991. Brian retired from BL.

The work within the PUC progressed along several tiers. The continual work on the new updates of the UNIMARC bibliographic format expresses the response to users' proposals or requests for solutions, as well as the requirements for correspondence with other UNIMARC formats. To solve a set of proposals related to music material, a separate Working Group was established to prepare an integrated proposal for coding printed and manuscript music. The WG is chaired by Cristina Magliano (ICCU, Italy) and through its members liaises with IAML.

Another Working Group, chaired by Rosa Galvao (NL, Portugal) was established to prepare a long time needed UNIMARC Format for Holdings Data. The work is based on ISO 10324 Holdings Information - Summary level, OPAC/Holdings Schema and BnF Holdings Format Version 1.0 itself based on USMARC/Holdings Format. Drafting the format the WG also looks at the developments in the complementary MARC21 Format as well as the developments in Bath Profile (ISO 23950 = Z39.50 Interoperability retrieval) and EU project ONE: OPAC Network in Europe II. It is expected that the format will be ready for final review by the PUC annual meeting in March 2001.

The Working Group on UNIMARC/Classification Format, chaired by Joan Mitchell (OCLC, Ohio, USA) has successfully drawn to the conclusion its work on this format. It was decided that the format would not be published in printed form by K. G. Saur, but would be posted on IFLANET for testing and comments by this autumn. PUC and WG will, after a period of one year, review the comments and decide on its further

development and possible printed publication.

Another work that has been finalized is a second "edition" of UNIMARC Guideline 6: Electronic Resources. The guideline includes comments and proposals received from its users and PUC members. It is expected that it will be posted on IFLANET by this autumn.

Most of its time and energy, however, PUC has engaged in the work on the new edition of UNIMARC/Authorities. The documents on which the work is being based are Recommendations of the Working Group on MLAR and the ISADN, as well as the proposals from the EU project AUTHOR and requirements by the French community users all integrated and presented by Elisabeth Freyre (BnF). The UNIMARC/Authorities draft also includes proposals made by PUC during its work either on the bibliographic format with the aim to assure the correspondence between formats, or through the members' use of the format. The first draft of the format that was edited by Alan Danskin (BL, UK) passed the first revision process by the PUC standing members, while the second draft is now under review by both standing and corresponding members. PUC will meet during this week and will further discuss it. The publication of the format is planned for the end of 2000.

The fourth goal is related to the publications programme which represents a very significant part of UBCIM activities. IFLA reports in the fields, proceedings of relevant conferences and seminars, as well as all UNIMARC documentation, are either published by K.G. Saur 6 or distributed by the Office as publications on demand 7. In the Saur new publications, volume 18, An Annotated Guide to Current National Bibliographies, was selected for Choice 36 Annual Outstanding Academic Titles list. Update 3 to the UNIMARC Manual appeared in February 2000. Future publications scheduled include the revisions of Guidelines for Authority and Reference Entries and of UNIMARC/Authorities.

Translations of UBCIM standards have appeared in 28 languages. Coordination Centres were appointed in various countries and liaise with the Office. We would like to remind you that for each translation planned a permission form should be submitted to UBCIM. Details and guidelines are available from the Office.

International Cataloguing and Bibliographic Control (ICBC), the quarterly journal of UBCIM, continues to publish IFLA reports and conference papers, commissioned and unsolicited articles. The Office welcomes all relevant contributions and news items. Tables of contents are posted on the IFLANET 8.

Lastly, the office daily fulfills Goal 5 of the MTP, which states that UBCIM acts as clearing house for information on all activities in the field of bibliographic control.

A more substantial report was published in IFLA Journal and posted on the UBCIM homepage. 9

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Cooperative development of the digital library: identifying and working with potential partners

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Abstract

In a university environment, the library can benefit from interest in the digital future on the part of other concerned groups. Computer science departments are natural partners in the development of digital libraries. Professional societies, for-profit companies, and foundations are also potential sources of support. Cornell University Library has worked closely with a variety of interested individuals and organizations in providing access to and preservation of digital materials. This paper describes the evolution of some of those projects and the resulting innovations and technology enhancements.

Developing a collection of material in electronic format, loosely labeled by many as a digital library, is a financial and technological challenge for librarians. In an increasingly digital environment it becomes ever more important that we maintain our position in our parent organizations and in society by keeping up with and even leading the digital revolution. There are potential allies and sources of support within our organizations and among our colleagues in industry, research and government. Most colleges and universities have expertise among faculty and staff that librarians can leverage. By keeping in touch with the research and teaching interests of our users we can sometimes develop projects of mutual interest. Computer-related companies and library vendors need partners in developing and testing their products. Both private and public granting agencies are interested in furthering the development of digital libraries. While making initial contact with these people and agencies can be

challenging, perseverance often pays off. Success eventually builds on success and contacts grow over time.

In the academic structure, libraries function across departments. The library is a horizontal support unit that joins the vertical system comprised of colleges and departments. Departments are self-contained and often deal primarily with their own colleges. By communicating with researchers and teachers, and also with each other, librarians can connect many individuals, learn from those individuals, and synthesize the interests of the disparate groups. Cornell University is often described as a loose federation of colleges. The library reflects that amalgamation while connecting the federation unique ways. There are nineteen libraries at Cornell, ranging in size and complexity. Individual colleges fund some libraries, while others are centrally supported but cover specific disciplines. For example, in science and technology, the Engineering, Mathematics, and Physical Sciences Libraries are centrally funded while Mann Library (agriculture and life sciences), the Veterinary Library, the Medical Library, and several others are supported by individual colleges or departments. All the libraries cooperate in developing the Cornell University digital library, working together across disciplines, sharing costs and expertise, and building on each other's projects.

In the same way that libraries have shared resources to develop paper-based collections, libraries are able to cooperate in the development of digital libraries. An increasing number of requests for proposals from foundations and public agencies indicate a preference for joint proposals. The generous spirit of cooperation among libraries can easily be extended to the digital world.

Librarians are well positioned to lead the transition to electronic material. We have a very long tradition of service and preservation, have very unique skills that are not found elsewhere in the digital world, and are the keepers of the collections that interest users. Ideas for digital library projects and partnerships can be developed by considering three areas: the library as a collection of materials, the library as a laboratory, and the library as a place where skills are available that are uniquely suited to information storage and retrieval.

Library as Collection

Librarians have been building, archiving, and making accessible collections of information for centuries. Collections consist of both retrospective and current materials. Because current materials are usually protected by copyright, it is less troublesome to digitize retrospective collections that are in the public domain. There is always the possibility, however, of working with the copyright holder, publisher or author to produce a digital product. Cornell University Library has undertaken to work with materials in both categories.

Because Cornell University Library has an exceptional collection of science, technology, and agriculture materials we have been involved in several digitization projects focusing on those collections. The results of some of these projects have been compiled on a single web site (http://cdl.library.cornell.edu). One of these projects, The Mathematics Books Collection, had its beginnings in the early 1990s. The mathematics librarian identified almost six hundred historical mathematics monographs that were scanned as part of a joint study with the Xerox Corporation, which was interested in developing ways to preserve brittle books. The project ended but the scanned images are available to anyone through the Web. The Library also provides bound copies of these out-of-print books for a fee to any interested individuals or organizations (http://www.math.cornell.edu/~library).

Cornell's Mann Library is working with the Rockefeller Foundation to develop TEEAL- the Essential Electronic Agricultural Library. This "Library in a Box" provides complete text images of 130 of the most important scholarly journals (selected by six hundred scientists) in agriculture-related areas covering 1993-1996. Data are distributed on CD-ROM and annual updates are issued. TEEAL staff worked with publishers to solve copyright issues, which are to some degree simplified because TEEAL is available only to developing countries. While the basic price of $10,000 US seems high, it is less than 3 percent of the actual cost of subscriptions for four years. TEEAL staff have also identified potential donors that might be willing to assist in purchasing the package.

In April 2000, Mann Library received a grant from the U. S. National Endowment for the Humanities to work with libraries in eight states to preserve books, family farm memoirs, land transactions and other published materials that depict the history of U. S. agricultural and rural life. Much of this literature had been printed on acidic paper and is now deteriorating. While that project deals with materials on a state level the Core Historical Literature of Agriculture project collects and makes available in digital format material of national interest. This project has roots in The Making of America, the same endeavor that involved scanning mathematics books. These materials will soon be available on the Web.

Library collections are not always paper-based. A few years ago Cornell's engineering librarian secured funding from the Council on Library Resources to compile and make available a broad catalog of Internet-based engineering resources: Internet Connections for Engineering (ICE) (http://www.englib.cornell.edu/ice/). The list continues to be maintained by engineering reference librarians. When Cornell University Library catalogers were identifying materials to include in OCLC's Cooperative Online Resource Catalog (CORC) pilot project, the ICE collection of Web sites was an obvious resource. The pages are now cataloged and linked through our public catalog.

Library as Laboratory

The physical library is a place where people who use and respect information gather. Researchers, vendors, and professional organizations are interested in their behavior and sometimes will provide equipment, software, databases or other materials to be tested in the library, by librarians or by library users.

Project Nomad (http://www.nomad.cornell.edu) is a cooperative research project involving Cornell's Department of Computer Science and the Department of Communication, with support from the Intel Corporation. The project support team includes representatives of these two departments as well as the Engineering Library and Mann Library. Students in two experimental courses are each issued a laptop computer with a wireless modem. A network of transceivers has been installed across the engineering area of campus, including the Engineering Library. Students are able to use their laptops in many buildings as well as in open space between the buildings. Their use of the laptops is monitored to record how this ubiquitous access to wireless networks affects their computer use. One result is certain - the students are very reluctant to return their laptops at the end of the semester. Because of this finding a proposal is under development to provide students with the option of renting their computers with a goal of eventually owning them. By participating in this project the Engineering Library is able to provide any usr who has a wireless modem the opportunity to connect to campus resources.

In the early 1990's Elsevier Science, a major publisher of science journals, asked Cornell University Library to participate in Project TULIP. Libraries at nine institutions were part of this cooperative research project to test networked delivery and use of electronic journals. The project goals were to determine the technical feasibility of networked distribution to and across a variety of institutions, to understand and develop new economic models, and to study user behavior when dealing with electronic journals. As project participants Cornell's Engineering and Physical Sciences Libraries were able to provide users with free access to electronic versions of Elsevier's materials science journals and to have input into the resulting product. While the TULIP prototype was later abandoned in favor of Web delivery, the project data were of significance to the publishers.

Unique Skill Set

The unique training and values held by librarians are even more important than collections or libraries to those who are interested in developing digital products. We have an established tradition of classifying information along with a commitment to making that information retrievable. We take very seriously intellectual property rights and fair use aspects of relevant legislation. Our dedication to user satisfaction and our knowledge of preservation issues make us important partners in the digital revolution.

The transfer of these very skills to a digital environment is the focus of a grant from the U. S. National Science Foundation to Cornell University. Responsibility for the grant titled Security and Reliability in Component-based Digital Libraries is shared between members of the Computer Science Department and the Library.

This grant examines how particular contributions of librarians -reliability to ensure information is where and when people want it, security to ensure privacy of users and intellectual property rights of content creators, and preservation to ensure longevity of the intellectual content for future generations- can be moved to the digital environment. These issues that have been to a great degree solved in the paper and, to a lesser degree, the hybrid environment. But we do not yet know what will be best practice in the purely electronic setting.

Cornell's Engineering Library is represented in The Synthesis Coalition (http://www.synthesis.org). This group of eight diverse institutions was funded by the U. S. National Science Foundation to design, implement and assess new approaches to undergraduate engineering education that emphasize multidisciplinarity, teamwork and communication, hands-on and laboratory experiences, open-ended problem formulation and solving, and examples of standard practices from industry. NEEDS -The National Engineering Education Delivery System (http://www.needs.org) - is the distributed architecture developed by Synthesis to enable new pedagogical models based on Internet-mediated learning environments. NEEDS catalogs courseware and other instructional software developed nationally and internationally to provide a resource where both instructors and learners can search, access, and download educational materials over the World Wide Web. In addition, NEEDS also supports a multi-tier courseware evaluation system. Needs software was first made available on a library catalog and continues to rely on librarians to maintain its indexing scheme.

The commitment of librarians to preservation is well respected by publishers. We have common concerns in this area, particularly regarding the archiving of

electronic journals. Scientific societies also have as a mandate the preservation of scientific information. In a paper environment societies were able to depend on libraries to maintain archives of their journals. As we begin to rely more heavily on electronic journals the archiving issues become challenging. Current thinking is that redundant archiving, data stored at several sites, will be a necessary component of digital archive. This is an ideal opportunity for libraries and societies to collaborate. Cornell University Library is currently a mirror site for the Zentralblatt MATH Database (http://euclid.library.cornell.edu/). We are completing discussions with the American Physical Society to mirror their journals. Beyond mirroring, we are looking at developing digital archives in partnership with and other publishers.

Cornell University Library recently received a grant from the Andrew Mellon Foundation to support Project Euclid (http://euclid.library.cornell.edu/project). This is a pilot project developed to help independent mathematics and statistics journals by setting up an infrastructure that will empower them to publish on the Web and to increase their visibility through a combined online presence. The Project Euclid site will support the entire span of scholarly publishing from preprints to the distribution of published journals. It will also provide journal editors with a toolkit designed to streamline their editorial and peer review processes and publish their issues in a timely and cost-effective manner.

Project Euclid grew out of the Mathematics Books Collection experience as well as the experience of mirroring the Zentralblatt MATH Database. The Mellon Foundation provided a relatively small planning grant that enabled the library to hold focus groups and meet with groups of journal publishers to assess what the needs are specific to mathematics journal publishing. As a result of those discussions Duke University Press is now a partner in the development of the project and several mathematics and statistics publishers have expressed interest in participating.

Connections and Creativity

The activities described above do sometimes take away from the traditional work that librarians have done in the past and continue to do. It is unlikely that additional staff will become available so librarians are faced with the need to make decisions about their priorities. Some processes need to be judiciously revised or even abandoned in order to take on these new projects. In some cases if adequate funding becomes available temporary replacement staff can be hired to help either with the new project or the traditional tasks.

The incentives for libraries to participate in developing the digital future are several. The first, and perhaps most important, is that by participating librarians will have input to future direction. Librarians must be at the table and full participants so our values and skills are represented. Another related incentive is the relevance factor. If libraries do not find ways to include digital materials among their holdings they will become obsolete repositories of books rather than sources of information. This is a particular problem in science and technology where currency is so important.

Identifying projects and potential partners can be challenging and require a great deal of perseverance. Connections and creativity are the basics that eventually produce partnerships. Relationships with faculty are important along with constant mindfulness of how the library can work with faculty on their projects. Increasingly, software and other vendors that in the past talked only with faculty are finding that librarians are useful contacts. Librarians have had positive results from sharing their proposals with sales representatives from

computer companies.

There are many organizations interested in what libraries do, particularly in a Web-based world, which is often viewed as an information-based world. At professional meetings or, sometimes in newsletters and magazines, publishers and other organizations may indicate that they are looking for development partners. It is useful to look and listen for phrases such as "seeking partners to develop" or "initiating a pilot project." A first step is to identify the key players in a group or organization, and make oneself and one's library known to them. A simple question such as "How can we work together?" can begin a long and informative conversation. A group of libraries sometimes can be more effective than any single library. Forming a consortium, or joining one that has already been established, can be an effective way to pool resources.

In addition to being creative in establishing contacts, it is important that the library is perceived as a creative organization. Time, effort and flexibility are all factors in developing that image. Rewarding risk-taking behavior among staff encourages a fairly steady flow of new ideas. Another aspect involves permitting staff to fail and providing them with ways to save face when the results of risky plans are not positive.

It is important to keep in mind that success builds on success but the definition of success can be very subjective. Success can be defined as taking a chance and developing a creative idea. Even when projects are not funded or continued they can be viewed as learning experiences and can later serve as the basis for further development. An unproductive attempt can be reworked for new partners or at the very least used as a fuel to spark other ideas. For example, Dissertations Available on Internet Systems (DAISy) was a multi-library project to improve access and availability of dissertations to the academic community. The participating groups, including Cornell's Engineering Library, planned to share images of engineering dissertations via the Web. The pilot was developed in 1993. After a good start the project did not continue because of the complexity of digital processing at the time, but it has become the foundation of Cornell University Library's current thinking about digital dissertations. The time spent on DAISy is not wasted time although the project did not live past the pilot.

One of the many positive aspects of the digital environment is the internationalization of the playing field. Requests for joint proposals from libraries in different countries are more frequent. People who could not travel can now visit each other's libraries electronically and work together to identify potential projects and partners.

Cornell University Library has been successful in identifying partners and sources of financial support for many projects, particularly in science, technology and agriculture. Much of the success is due to the nurturing of relationships with individuals and organizations and to an environment in the library that supports creative risk taking. It is a simple formula that takes time to develop but leads to great professional and organizational satisfaction.

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Aportación latinoamericana a la producción científica en Ciencias Bibliotecológica y de la Información

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Resumen:

Se presenta un análisis de la investigación y producción científica latinoamericanas en Ciencias Bibliotecológica y de la Información, indizada en las bases de datos regionales ICBALC e INFOBILA, con el propósito de identificar aquellos rasgos que caracterizan la aportación con que esta región contribuye al desarrollo del conocimiento en esta disciplina.

Palabras Claves: Producción Científica Bibliotecología, Ciencia de la Información, Bibliometría, América Latina

Paper

I. INTRODUCCION

Una minuciosa recuperación y revisión de la literatura disponible sobre estudios bibliométricos en Ciencias Bibliotecológica y de la Información en las principales bases de datos especializadas en el tema (ISA, Information Science Abstracs, 1966 - 1999/12; LISA, Library and Information Science Abstracts, 1969 - 2000/02 y Library Literature & Inf. Science, 12 /84 - 1/00), revela la presencia de más de 160 trabajos publicados entre los años de 1976 y 1999, lo

cual corrobora la afirmación de algunos autores de que este campo temático es quizás uno de los más estudiados a partir de técnicas bibliométricas (Moya y Herrero, 2000).

En estos trabajos se aprecia en lo fundamental la aplicación del análisis de citas a tópicos específicos de este campo temático, así como el estudio de la productividad de autores, las características de la autoría en artículos científicos y el examen sobre el comportamiento bibliométrico de más de treinta revistas especializadas en estas disciplinas, entre las que destacan los estudios realizados a la College & Research Libraries (con once estudios) y la Journal of American Society of Information Science (con cinco), además de los realizados a otros veintiocho títulos procedentes de Alemania, Brasil, Canadá, España, E.U, Hungría, México, Reino Unido, Rusia, entre otros.

En los resultados anteriores, así como en los obtenidos en la recuperación de otras fuentes locales, se puede observar una exigua muestra de estudios que abordan el comportamiento bibliométrico de la investigación y producción científica en la región latinoamericana. Varios de estos estudios toman como marco de referencia a un país específico, tal es el caso de los trabajos de López-Roblero,1977; Licea y Valles, 1997; (México) y los de Vieira da Cunha, 1985; Foresti y Martins, 1987; Foresti, 1990; (Brasil), entre otros. Sin embargo otros referentes (como los de Licea et. al,.2000 y Moya y Herrero, 2000), se interesan en realizar estudios de cobertura regional, aunque este último con un criterio más abarcador (Iberoamérica), y en ambos se observa la utilización de bases de datos especializadas internacionales tales como LISA, ISA, Library Literature y el Social Science Citation Index. De ahí que los resultados obtenidos en estos estudios deban ser observados con la reserva de las limitaciones propias de esas fuentes, pues como se conoce no reflejan adecuadamente la verdadera investigación y producción científica que se genera en América Latina.

Tales limitaciones suscitan las interrogantes obligadas en este tipo de estudios ¿Es válido el uso de estas fuentes cuando se pretende demostrar el verdadero comportamiento de la investigación y producción científica en esta temática y región? ¿O sólo deben ser utilizadas para cuando se desee fundamentar la poca atención que estos sistemas de información especializada le otorgan a lo que se publica en nuestra región?.

Para no incurrir en esta limitación metodológica que sesga los resultados obtenidos en los estudios bibliométricos sobre esta temática y región, hay que diseñar y usar fuentes de información propias que reflejen con una mayor exhaustividad la aportación latinoamericana al conocimiento en Ciencias Bibliotecológica y de la Información. Sólo de este modo se podrían realizar estudios bibliométricos que aporten resultados más objetivos sobre este comportamiento.

Los resultados que se presentan en este trabajo pretenden aportar información que tienen un mayor nivel de exhaustividad por lo que se refiere a la contribución latinoamericana a la investigación y producción científica en Ciencias Bibliotecológica y de la Información. El trabajo se apoya en bases de datos cooperativas diseñadas y administradas por el Centro Universitario de Investigaciones Bibliotecológica de la Universidad Nacional Autónoma de México en las cuales participan países cooperantes que garantizan la exhaustividad de lo que se genera en cada uno de ellos. Esta investigación tiene como antecedente un estudio monográfico que publicara el propio autor sobre la concentración - dispersión de información en revistas latinoamericanas de las Ciencias Bibliotecológica y de la Información, (Gorbea, 1996).

II. FUENTES Y METODOLOGÍA EMPLEADA

Para este trabajo se utilizó la información registrada en a) las bases de datos ICBALC (Investigación Bibliotecológica de América Latina y del Caribe) con 245 registros que describen la información sobre los Proyectos de Investigación en curso en la región, y b) INFOBILA (Información Bibliotecológica Latinoamericana) con 13 327 registros bibliográficos sobre el producto informativo generado en la especialidad en esta geografía.

Además se utilizaron también las bases de datos, antes referidas: ISA-Library Literature-LISA en su versión en línea, así como la CRLIS (Currents Research Library and Information Science), incluida esta última en LISA. El propósito era identificar qué parte de la información publicada por el núcleo de revistas más productivas aparece indizada en estos servicios especializados, y cuales son los proyectos de investigación de la región que aparecen registrados en el CRLIS y el directorio del ULRICH'S, también en su versión en línea, con la finalidad de identificar el total de títulos de publicaciones seriadas de esta especialidad y región que aparecen reportadas en este repertorio.

Para analizar los resultados se utilizaron reportes de salidas de la base ICBALC, y los resultantes del control estadístico y gestión de la base INFOBILA, así como las consultas realizadas en línea a las bases LISA, ISA, Library Literature y ULRICH'S. Las estrategias de búsqueda empleadas involucraban a campos tales como CW (country of research work) para el CRLIS, SO (Source) y AC (Author Country affiliation) para ISA, LISA y LL y CY (Country.Code) en el caso del ULRICH'S.

II. ANÁLISIS DE LOS RESULTADOS

2.1 Investigación científica latinoamericana en Ciencias Bibliotecológica y de la Información

La investigación científica en esta disciplina y región aún no alcanza su mayoría de edad, sin embargo, son obvias las manifestaciones que dan muestra de un crecimiento de la actividad científica en este campo en Latinoamérica si se toma en consideración el aumento de indicadores indirectos como son los egresados de la especialidad en pregrado y postgrado; la cantidad de recursos humanos vinculados a la docencia y la investigación (lo que ha motivado la creación de una asociación de profesores e investigadores en este campo), y el desarrollo institucional de centros, escuelas y asociaciones profesionales, todo lo cual evidencia un crecimiento ascendente en las dos últimas décadas.

Este crecimiento ha sido reconocido por organizaciones internacionales como la FID (International Federation for Information and Documentation) al celebrar dos de sus acostumbrados congresos en la región (México, 1977 y La Habana, 1990), y también por la IFLA (International Federation of Library Associations and Institution) al celebrar su Reunión en La Habana en 1994 y la que espera celebrar en el 2002 en Buenos Aires. Estos eventos, entre otros de diferentes asociaciones, han contado con una nutrida participación de los países anfitriones y del resto de la región, no solo como participantes sino también como ponentes de resultados y reflexiones obtenidas en los procesos de investigación y docencia.

Una forma más directa de medir la actividad científica en este campo en la región la constituye el análisis de los resultados obtenidos en la base de datos

ICBALC, fuente de investigación bajo la coordinación de Martha Añorve Guillén, investigadora del CUIB de la UNAM. Esta base reconoce la presencia de 245 proyectos de investigación distribuidos en nueve países y cinco áreas de investigación.

The remainder of the document is available in "PDF Format".
Aportación latinoamericana a la producción científica en Ciencias Bibliotecológica y de la Información

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IFLANET Search Contacts
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Mobile libraries in Thailand

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Bangkok, Thailand

Abstract

The mobile library can be organized by public or private sectors which are interested in the library, and realize its value and usefulness to the remote communities. It can help the people who are inconvenient to go to the library and motivate those of lacking reading habits. Many library resources and knowledge are available for all levels, genders, ages of people in the mobile library. There are various formats and vehicles uses of the mobile library depending on the sites to give service. Two main official organizations which are responsible for mobile libraries are Non-Formal Education Department, and Bangkok Metropolitan Administration. The status of moblie libraries which most of them are parts of public library services is not quite good but it is hoped to be developed and better in a near future. The author expected to see their progress especially that concerning with the new technology in order to facilitate the staff work and educate the users and the disadvantage.

The mobile library is a service or an activity of many types of libraries. It is settled to facilitate users who are inconvenient to go to the library because of the distance, the time, the expense, the lack of knowledge on library, and the lack of reading habit.

Paper

The problems of being unable to use the library

The distance is an important cause which makes the users living a long way refuse to go to the library if not necessary. Even within a school area, many pupils would not like to go to the library which locates in the building far away from their classrooms. Uppatham Chaisena, a librarian-teacher of Ratchawinit School in Bangkok, mentioned in the article "The Mobile Library of Ratchawinit Population" when the School had more new buildings, pupils in some classrooms had to move to those quite far away from the library. They hardly went to use the library though the library tried to arrange many activities concerned. The librarian-teacher tried to find the causes and found that the distance from the classrooms to the library was long. It took their time.

The time the users has to spend a lot makes them refuse to go to the library if not necessary either. From the same article referenced above, the pupils hardly went to use the library quite often as usual because of not only the long distance but also a lot of assignments from teachers. They went to the library to borrow and return books only.

The librarian-teacher also gave the solutions of two problems above. The mobile baskets with books were arranged and sent to the classrooms which were not within easy reach of the library so that the pupils were able to read the books. However a problem followed, the number of books in the baskets were not enough for them. Therefore the librarian-teacher made the book corner project accompanying the mobile baskets. The project was well cooperated from the teachers and the pupils in the School.

The expense is one more cause which makes the users refuse to go to the library. Many libraries that people can use without any charge are far, they have to pay a lot for vehicle fares or petrol to reach the library. At present the fares and the petrol are quite expensive so the people do not go to the library if not necessary.

It can be seen that three causes above concerning one another quite a lot. They are important reasons of the people who deny going to the library.

The lack of knowledge on library is a cause that makes some people not go to the library. Many people who love books and reading, and like to seek new knowledge do not know the library, especially public libraries which are supplied for giving the knowledge and the services to all levels, genders, ages of people. Everybody can use them free of charge. Moreover, there are librarians and other library staff giving the suggestion, assistance and solution on library use to their patrons. When the library provides the mobile library service to the communities, it has to inform them about the purposes of the service, and persuades them to use it. The people who do not know the library will come to use the mobile library service.

The lack of reading habit is a cause that makes the people not want to go to the library. Therefore, providing the interesting mobile library to give best services and facilities to users will support reading promotion to them, make them have a habit of loving reading, prevent them from illiteracy. Besides they can get the benefit from books, search and find the information they want by themselves.

The purposes of mobile libraries

Due to various causes mentioned above, the mobile library was found together with the following purposes.

- Providing knowledge, information, data in the forms of books, journals, other printed materials, CD-ROMs, audio-visual materials, such as movies, slides, videotapes on interesting stories in order to serve the people who live in the areas inconvenient to go to the library to get equal knowledge, skill and experience.

- Supporting reading promotion to make people have reading habit. This can also prevent them from illiteracy. Reading will give them good impression.

- Making the people use of their free time by reading. They will get many benefits. They cannot be easily deceived. They can apply the knowledge to develop their quality of life, to make it better and higher. The demands of people in the area the library serves should be surveyed so that the library can fulfill their needs. The librarian can cooperate with the learned people in the area in order to provide what the people want other than reading. The speakers can be invited to give the lectures and demonstration on the topics the people are interested in. The workshop is another good way to do.

- Promoting the people in the area to love and preserve books, and to know their values.

- Having the private sectors which want to help the disadvantaged people to read books and can support the mobile library.

The materials to be served in the mobile library

The library resources which can be moved to serve the people in the communities are various types of books, journals, magazines, other printed materials, CD-ROMs, audiovisual materials with equipment's, bookshelves and reading space. It has to have library staff to serve the users. The mobile library will go to several communities which can be schools, factories, hospitals, hotels, temples, railway stations, rehabilitation places, reading places of villages. Any form of vehicles can be used to suit the places to serve.

The formats and vehicles of mobile library

There are many formats of mobile library services, and several types of vehicles can be used.

- **Book package**. This format is good for a small place which a vehicle does not fit to drive in. The books are packed in parcels with 10-25 books each. The parcels will be sent into villages, about 10 parcels for each village. The village will be responsible for the materials, move them around in order to let everybody have the chance to read them. It takes about 5-10 days for each parcel.

- **Book basket mobile library**. In Kukunt District, Srisakes Province, a librarian whose house was near the fresh market, wanted the mongers to read books. So he put some books in a basket and took them there. He offered that the mongers could borrow these books without any charge and he himself would bring the books directly to them. By this way the mongers would love reading and not forget how to read.

- **Motorboat mobile library**. This way is good for people living along the

riverside. There are reading space, shelves with books, journals, magazines, newspapers, audiovisual materials with equipments, and a number of library staff to help users in the boat. This type of the mobile library should be managed by the organization because high budget must be used to provide and maintain the long run boat and wide campus services. The places the boat will give the services should be planned in advance. The people in the area are informed and persuaded to use the mobile library. They can read books in the boat or borrow them back home. The boat will go around from place to place and come back to the same place within 7 days. The people can renew the books if they don't finish reading them or return them and borrow the new ones. The circulation system is like in general library. The borrowers have to pay the fine for the overdue books.

- **Bus mobile library**. This type of library should be also managed by the organization because high budget must be used to arrange the services. The work has to be planned and prepared in advance. The resources and services are like the motorboat mobile library. There are two main official units which seriously take care of the bus mobile library, Informal Education Promotion Center, Non-Formal Education Department, Ministry of Education, and Public Library Section, Recreation Division, Department of Social Welfare, Bangkok Metropolitan Administration.

In some remote areas the vans are used instead of the buses. Some public librarians in the south of Thailand used their own cars.

- Cow-drawn cart mobile library. A monk in a province of Thailand provided this type of the mobile library. The cart will move out from place to place within the province to serve the people everyday.

- Book bag mobile library. Public libraries and Non-Formal Education Centers of many provinces prepared the book bags with 20 books per bag, and sent them to every village or each house in the village which wanted books to read.

- Static train mobile library. Instead of bus or motorboat, the train is used as a mobile library. At present there is only one static train in Bangkok which is used for this purpose, and organized by the private sector.

- Tricycle mobile library. Librarians in some provincial public libraries were supported the money from the private sector to hire the tricycles to take books to serve out of the libraries. Besides some monks brought the tricycles to get the books from the library unit to serve other monks and the people around. The books would bring back to take the new ones within one month.

- Motorcycle mobile library. Some provincial public libraries packed the books in boxes and put them at the back of motorcycles driving to the defined places to give services to people. Nowadays this type of mobile library is not available. Many motorcycles were old and could not be used anymore.

Mobile libraries of Informal Education Promotion Center, Non-Formal Education Department, Ministry of Education, and Public Library Section, Recreation Division, Department of Social Welfare, Bangkok Metropolitan Administration

As mentioned at the beginning of the paper, mobile libraries are provided by many types of libraries. Moreover, some private sectors were interested in and supported some types of mobile libraries as found in the topic "Formats and Vehicles of the Mobile Library." However many formats and many types of vehicles stops now, especially the ones which were informal operated. At present if anybody talks about mobile libraries in Thailand, the two official units, Informal Education Promotion Center, Non-Formal Education Department, Ministry of Education, and Public Library Section, Recreation Division, Department of Social Welfare, Bangkok Metropolitan Administration which are in charge of public libraries and mobile libraries will be in the issue.

Informal Education Promotion Center, Non-Formal Education Department Ministry of Education is responsible for 854 public libraries in all provinces except Bangkok which is taken care by Bangkok Metropolitan Administration.

There are 20 public libraries serving various areas in Bangkok, together with 9 bus mobile libraries. Informal Education Promotion Center, Non-Formal Education Department, Ministry of Education has one bus mobile library and one boat mobile library providing the services for the people in Bangkok and the areas nearby.

Mobile libraries of Informal Education Promotion Center, Non-Formal Education Department, Ministry of Education

Nowadays Informal Education Promotion Center, Non-Formal Education Department, Ministry of Education provides one bus mobile library service with the action plan to have six more in the future. The objectives of the service are to organize learning activities and encourage children, youths and general public to acquire their knowledge from various types of learning materials, and to upgrade the quality of life of the disadvantaged children, youths and people in slum areas, in small enterprises and in construction sites within Bangkok. In the bus numerous types of learning materials such as printed artificial, and exhibition materials, textbooks, non-formal education learning packages and electronic materials to community people particularly to those living in slum areas and to less developed communities in Bangkok can be found. The bus mobile library can assist people to keep pace with today's necessarily fundamental knowledge. This includes family education, health, democracy, environmental education, daily life basic laws and entertainment news.

A boat mobile library is another service. Its objectives are to expand the reading promotion, and to acquire the knowledge from various types of learning materials for the people who live along the riverside to get equal services and facilities; and to provide learning experience from the real situation about the river civilization and water environment to pupils, students and general public, to make them realize in the problems and want to take part in natural resources preservation.

Many people are interested in the services of mobile libraries. They can register to be members of the library in order to be able to borrow books back. They can renew if not finished reading them within 7 days. The overdue books are not fined.

A problem that a bus mobile library faces is about the parking place.

Mobile libraries of Public Library Section, Recreation Division, Department of Social Welfare, Bangkok Metropolitan

Administration

Public Library Section, Recreation Division, Department of Social Welfare, Bangkok Metropolitan Administration has provided only the bus mobile library services to serve the people in Bangkok Metropolitan Area. There are now nine buses. The first bus began in 1991, the second in 1995, the third in 1996, the fourth to the seventh in 1997, and the last two in 1999. The purpose of mobile libraries is to make libraries go into communities of the disadvantage including the children, to make them love books and reading which will be useful to themselves.

All types of books, journals, magazines, videotapes are available in the buses, about 4,000-5,000 volumes altogether. For the first bus, there are more than 1,000 registered members who can borrow 2 books for 7 days. The fine is one baht per day per copy.

The problems which affect the service are the lack of driver, and the broken bus sometimes.

Scientific mobile museum and library of Educational Science Centre, Non-Formal Education Department, Ministry of Education

One more organization that its mobile work should be mentioned is Educational Science Centre. It is under Non-Formal Education Department, Ministry of Education, the same as Informal Education Promotion Center. Its mobile work which has the similar concept to the mobile library is the scientific mobile museum. It might not be wrong to call it the scientific mobile museum and library. A big bus contains scientific learning equipments. The experiment and demonstration of how to apply the scientific knowledge to use in our daily life are shown. Besides there are books and toys corners in the bus to motivate the users including children to know and to try. This will make them creative. The scientific mobile museum and library goes to serve each province and district 2 days at a time. The people can use the services by themselves or ask the staff who is able to give the answer, explanation and suggestion of what the users want to know very well.

The expected future of the mobile library

Thailand is a developing country which is not rich. To provide the various technologies to develop library work is not easy done, especially in public libraries. The status of Thai public libraries are not good. They are the lowest level comparing to other types of libraries. It may be because the two main official organizations, Ministry of Education, and Bangkok Metropolitan Administration, who are responsible for public libraries and mobile libraries have many subsequent units to be responsible for, and the libraries are not in the top priorities. However many administrators concerned have tried to do their best. So it is hoped that the libraries may be better and better in the near future. Back to the present, from this reason most of mobile libraries which are under the same organizations as public libraries, or some are their services or activities may not be quickly approved to apply new technology, such as computers and Internet, to use in. Nevertheless the following hopes of the mobile libraries or their future are expected.

- The basic telecommunication equipments, such as telephone, telefax should be complemented.

- The small or desktop photocopier should be available with low price for users who want the information from reference books.
- The special facilities and convenience should be prepared for the small children, the old and the disabilities.
- Computer sets should be provided for library staff work and for users needs.
- Internet system should be complemented.
- The library staff should have computers along with Internet system for circulation and reference work, such as checking the materials the users need whether or not they were borrowed out. If they were it is possible to check from the main libraries or other libraries.
- Users can find what they want from computers and Internet.
- The document delivery is a suggested service.
- The workshop on basic computer and/or Internet use should be provided appropriately.
- The disadvantage should be the important target of mobile library service to give knowledge and opportunity equal to the progressive communities. The courses on computers should be provided for them.
- Necessary facilities for the library staff should be realized.

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Advocacy for democracy: the role of library association

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Paper

Advocacy is a broad term and we will therefore try to explain it. Advocacy is to advocate and that is to speak on behalf. Advocacy is also someone who positively argues on behalf of another. Advocacy is not confined to our profession; it can be used in all spheres of life. What this paper intends to do is to introduce this much debated term and the relevance of it to our profession. We have been debating about advocacy day in and day out. The reason is one and that is things are not going well in the library sector.

Advocacy remains a challenge throughout. That means advocacy is for you and me. It should be our role as library workers and as members of various library associations to make sure that we support and promote the democratic rights of library workers in their endeavor to create, acquire, organize and disseminate information without interference. We need to stand up as library workers and be able to be counted among other stakeholders with in our democracies. When I see library workers I see people who do not let opportunities pass by and that has made some of us to have faith for tomorrow.

Many organizations have made advocacy their number one priority and we also need to start doing that for our libraries to be able to grow. Many associations have not realized that advocacy is needed to sustain the profession. Library associations need to train their members in advocacy and lobbying. Its very important for us to realize the role that each an every one of us can play in

advocating for democracy. Library associations have got a major role to play as they represent libraries and librarians across the spectrum. The reason for advocacy is due to the intense competition for public and institutional funds. It is also important that people should know that libraries are a cornerstone for democracy. We need to see to it that libraries stay in operation, as they are the only way of providing affordable, accessible and making information available for all people. As an association we need to be passionate and committed about advocacy. In an article that I have read titled "Americans and libraries can't wait" the writer says, "librarians have not always been willing to "get into politics" but now, because our cause is just and our need is urgent we must do exactly that and try to convince every American, especially library users and supporters, to press their legislator at all levels for library funding".

I want us to take a look at the reasons why we should advocate for democracy in a South African's point of view :

1. the deterioration of library services
2. the impact of economic fundamentals and
3. the portrait of Librarians of yesteryears

1. Deteriorating library services

If in the past we had a choice to advocate or not, now we no longer have the choice. To us now advocacy is matter of life and death. Library associations need to look at the state of school libraries, public, and academic libraries today.

School libraries are closing down; many have became white elephants and turned into class rooms. A survey completed in one of our provinces revealed an evidence of the existence of donated books which were relevant to the school curriculum but had been completely abandoned into disuse because the school library no longer exists. And yet we know that without libraries the school system will be lacking a firm foundation for independent and resource base learning, necessary to extend the imagination and curiosity of children and young adults beyond the classroom instruction.

Public libraries are in dire straits. Budget cuts have been drastic and yet the demand for library materials and study spaces are nearing crisis proportion especially in bigger cities. Major public libraries, in particular are finding it increasingly difficult to cope with the influx of library users from high schools and tertiary educational institutions. What is disheartening is the dangerous trend towards closure of public libraries. The main victims in this sphere are the less dwellers living in predominantly rural and peri-urban areas. Closing libraries for people who already have restricted opportunities, is any to find alternative sources of information can only serve to marginalize them further.

Academic libraries are equally fighting for survival. Libraries are forced to cancel journal subscriptions due to the lack of funds and yet journals are the major tools of academic communication and important sources of more up to date research information. Academic excellence is under siege as fewer books are bought and the capacity of libraries to offer meaningful information services is undermined due to other competing interest on campuses and dwindling government funds.

2. Impact of economical fundamentals

There are many factors contributing to the deteriorating of library services in our

countries. Perhaps the more common reasons cited are inadequate resources and low priority accorded to libraries by mother institutions. While it is acknowledged that indeed there are many competing interests in institutions providing primary funding for libraries, the situation could most probably not have been as desperate as it appears if calculated moves were made in advance. Public funded libraries have always been non-profit service organizations and will most likely remain so in the foreseeable future. For this reason the merits or viability of libraries cannot solely be based on the annual balance sheet.

This position should not be mistaken as an admission that library services are in conflict with The market driven economic rationalism often used to justify library budget cuts. On the contrary libraries fit in with the economic design of the market forces, as well as cultural, social and psychological needs of the country. The services libraries provide create opportunities for education, employment, economic enterprise and cultural identity so crucial in evolving a prosperous and democratic society. How then can we allow the arguments of economic imperatives to undermine the future of libraries in a society ridden with illiteracy, poverty and social inequalities. Where is the will to empower the marginlized and transform our societies. The available funds no longer suffice for the needs of libraries and unless library associations stand up, libraries will in future shut down their doors permanently and we the information professionals will find ourselves moving from one door to another looking for jobs. We therefore need to inform the decision makers about the benefits of an adequately funded library.

3. Portraits of librarians of Yesteryear

There is something about us librarians that make us less visible in institutions we serve in particular, and society in general. The library profession could be as old as human civilization but librarians are still a rare species in the mainstream activities of modern society.

Consciously or unconsciously we have largely opted out of the upper echelons of politics, business, industry, sport, education and culture. Instead we have clang to our nest in slumber. Generally speaking our voices are hardly audible. When it is absolutely necessary we whisper to ourselves but we are at pains to talk to people outside our profession. Its no surprise therefore that no one else seem to understand what we do except ourselves. And yet we wonder why our libraries are not accorded high priority in planning and location of resources by our institutions.

This phenomenon is not only unique to our country but its universal and we only vary in degrees. Citing a report on the future of libraries in the digital age the editorial comments of the ALA reads " despite years of promoting library advocacy the profession has failed to convince or even communicate to a significant number of Americans the idea that librarians are highly skilled professionals needed for and capable of leading them anywhere ... the competency of librarians and services they can do and perform are among the best secretes of our society.

If the images we radiate do matter we have to do something about it because advocacy demands that we come out of our closet and comfort zone and talk to people outside our profession. We are not born librarians we are librarians by nature of training, experience and inclination. We need to ask ourselves whether is there anything that we need to examine about our profession so that we can position ourselves for advocacy and help rediscover our main mission that of servicing the society. Surely we have not reached the demise of our profession

there is still more we can offer, we have just started let us therefore leave no stone unturned there is a lot at stake.

What have we done in South Africa.

I would like to make mention of what we have done in our country as far as advocacy is concerned. I would like to cite a speech made by the provincial minister of sport, arts, culture, science and technology in our LIASA's inaugural conference where he said "let me say at the very outset that African renaissance can only be realized if we build a solid foundation of a well-informed society that can make well-informed decisions to enhance and sustain our newly found democracy. The question is, whether this could be possible in a situation where the infrastructure for library and information services is in the state of neglect and starved of all necessary resources. My answer is clearly no, perhaps yours is otherwise". The situation mentioned in this paper is subject to change in our country as our association made a policy issue to be adopted by the government. The policy reads as thus:

1. Ensure that by the year 2004, every community and school in South Africa has access to a well-stocked library or information resource centre.

2. Ensure that by the year 2004, all community and schools libraries have got access to the information trough appropriate utilization of technology including links to internet

3. Zero-rating on books, magazines and other information media of educational value for the purpose of value added tax.

4. Ensure that the library community and LIASA as its representative body are fully consulted by the government in all discussions and initiatives relating to the provision of information, including the national virtual library, multipurpose community centre and information service. And

5. Put in place without further delay the proposed National advisory council on libraries and information services.

Our association is committed to see to it that libraries are well looked after in terms of staff and resources. I would like to pose then a challenge to the international community to consider making it their priority to advocate for libraries.

Conclusion

We have done well by grouping ourselves to form library associations and therefore we need to stand and be counted. I would like to say now is the time to go home and start rebuilding by going back to the basics. As my state president said " it seems to have happened that we looked at ourselves and said the time had come that we make a super human effort to be other than human to respond to a call to create for ourselves a glorious future and to remind ourselves the Latin saying "Gloria est consequenda - Glory must be sought after". Let me end by saying in the dreams of our society lies the thrust of our blend of advocacy.

Note

1. Adapted from a paper presented by Juliano M Kabamba at the 1999 LIASA conference in Cape Town South Africa.

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Access to government information in Israel: stages in the continuing development of a national information policy

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Abstract

Israel does not have a long tradition or commitment to ensure access to government information. Historically, the contrary has always been true: no policy plan, no legislation, and no public discourse were created to encourage access to government information. Ministries and government agencies, such as the State Archive, always perceived the information gathered within their institution as their own. The first legislative steps to assure access government information came in 1981 in the form of the Privacy Protection Law, but implementation of the law was practically nonexistent until recently, and even now it is deficient. In such a reality the population never created a demand for information. The public was submissive to this approach, and no objections were voiced against censorship in the press of against withholding of information by the government.

The 1990s saw an increased demand for a more comprehensive information policy and to enhanced access to government information. This can be attributed to several factors, among them the Oslo Peace Accords, signed in 1993, the lobbying efforts of the Coalition of Freedom of Information, which brought to the passing of the Freedom of Information Law in 1998, and by the desire to join the international community and comply with standards set in international treaties. As a result, the 1990s have seen an abundance of

committees, reports, web sites, and legislation meant to regulate government information. Israel is now seriously considering for the first time, the need for a comprehensive information policy, and is coping with principles of freedom of information and with government controlled databases. A lot still needs to be done, and many areas are being overlooked, among them the vital role of libraries as a channel between Government and the public.

Paper

I. Introduction

Upon gaining independence in 1948, following several decades of British Mandate Rule, Israel adopted the British legal code as the fundamental law of the country. Many of the British practices, and much of the British approach to information, are still evident in Israel today. For example, the Copyright Law in effect in Israel, is fundamentally, despite many amendments, the 1911 British Copyright Law. Another example is the slowness of freedom of information law being introduced in Israel. Since Britain did not, and still does not, have a Freedom of Information Law, Israel was slow to adopt one, and indeed, it was not until 1998 that the Freedom of Information Law passed. [1] In addition, Israel does not have a written constitution or bill of rights. In it's place are a series of *"Basic Laws"* that are still in process of legislation, with the intention that these Basic Laws[2] will ultimately become Israel's constitution. [3] It is against this backdrop that we examine how access to government information has developed in Israel over the years, leading to plans to implement a comprehensive national information policy.

II. Setting the Foundation: Kol Ha'am v. Minister of Interior[4]

Lacking a written constitution or specific statutory authority assuring freedom of information in Israel, the Israeli Supreme Court, made in 1953, the first ruling in matters relating to the right of citizens to information. The case involved the closing of a newspaper of the Communist party that had published an article criticizing the Israeli government. The newspaper appealed the decision before the Supreme Court, who ruled unanimously that freedom of speech and freedom of information are the cornerstones of Israeli democracy. Kol Ha'am was one of the most influential decisions of the Supreme Court, setting the standards for civil rights is Israel, and linking them directly to Israel's Declaration of Independence. Lahav describes the important of Kol Ha'am from three aspects - historical, normative, and constitutional[5]. Historically, this was the first instance in which freedom of speech and of the press was brought before the Supreme Court. Justice Agranat demonstrated both courage and foresight when he ruled against the prevailing sentiments of fear and sanctity of national unity. From the normative aspect, Justice Agranat set the foundations for a democratic theory of freedom of speech, and the doctrine of 'clear and present danger' to be applied in Israel. Constitutionally, the court ruling linked freedom of speech to the Israeli Declaration of Independence, a document that previously had no legal standing. Kol Ha'am established freedom of speech as a fundamental principle of Israeli democracy, and paved the way for later judicial, legislative and administrative measures.

III. The Middle Years: 1950s-1970s

The period up until the end of the 1970s were characterized by little activity relating directly to the evolvement of a national information policy. The judicial branch continued to hear cases regarding civil liberties, many of them relating to censorship, access to information, and freedom of speech. [6] The legislative branch passed several laws and amendments that lay the foundations for the current information policy. The most notable of these were the Copyright Order; [7] Source Name Law; [8] Archive Law; [9] Patent Law; [10] Trademark Ordinance; [11] and the Library Law. [12]

These were the formative years of Israel and a time when the country was both striving to become an exemplary democracy in the Middle East, while first securing the safety of the country. Even during periods of relative calm, Israel perceived a constant threat to its well being, and thus had Defense (Emergency) Regulations, [13] in effect that allowed the administration to exercise extensive measures to guarantee security, including limitations on civil liberties. Information policy was not part of the public agenda during these years, and such activity as occurred, both legislative and judicial, does not indicate an attempt to reach a comprehensive information policy, but rather point to a piecemeal approach addressing immediate needs as they arise.

IV. New Beginnings: The 1981 Privacy Law[14]

In 1981, the Knesset passed the Privacy Law, the first legislative action taken with the intention of regulating information, with particular attention to the growing prominence of computers in government work. [15] Prior to the Protection of Privacy Law, protection of a person's privacy, personal space, reputation, and image was embedded in scattered legislation. Personal space was protected by laws against trespassing, [16] harassment, threats or disturbances by telephone or telegraph were covered by the Postal Ordinance, [17] a person's reputation was protected by the Defamation Law, [18] using a person's name, picture, or voice without consent became protected by law in 1974, [19] and eavesdropping was determined a criminal offense in 1979. [20]

The Privacy Law, amended twice since it first passed[21], is meant to guarantee consumer, data and privacy protection in Israel. The Law protects an individual's privacy in three major areas: protection from advanced technology, [22] protection from news media, [23] and protection from information gathered in databases. [24]

According to the Law, anyone who manages a database must report its purpose, the use made of it, the way the data is gathered, and the measures taken to protect it. The Law adds that failing to register the database constitutes a criminal offense and subject to one year in prison. The Law establishes a Registrar for databases,with whom any data collection containing data on individuals needs to be registered. In registering the data collection, a Database director is nominated who is responsible for data protection and privacy and who will incur the penalties of law in case of infringement. In addition to the Registrar, there is also a Council for Privacy Protection, headed by the General Manager of the Ministry of Justice, that advises on matters related to privacy protection.

While the Privacy Law affords legal protection for privacy of information in databases, to a level consistent with international standards, [25] implementation of the law has come under much scrutiny. A report of the State Comptroller[26]

showed that Ministry of Justice and the Registrar failed to bring to the attention of database owners the obligation to register their databases. The Registrar's office lacks procedures for examining databases and there is no plan to ensure systematic examination of government offices and local authorities that gather personal data on citizens, including sensitive data. The Registrar did not exercise the authority warranted to him by law to utilize the courts regarding violations in database registration. The Registrar's Office is currently taking extensive measures to increase registration, and hopes to achieve complete registration by the end of 2000. [27]

The Privacy Protection Law of 1981 is a very restrictive and comprehensive law. It reflects a political setting that prefers concentrating powers and avoids allocating responsibility. The Law applies equally to government and private sector databases. In the old computing environment, databases were indeed more 'stationary' and easy to keep track of. In today's environment of personal computers and the wide spread availability of database software, creating databases has become far easier. Under these circumstances, the Law has proved difficult to enforce.

V. Towards a Comprehensive National Information Policy: the 1990s

The 1990s saw increased demand for a more comprehensive information policy, and for enhanced access to government information. Activity directed towards achieving these goals is evident in several areas. The Supreme Court recognized the right of citizens to receive information from the Government in the Shalit case. [28]H Shalit concerned a request of citizens that Knesset members reveal to the public the coalition agreements that they signed. In a detailed ruling, the Supreme Court analyzed the importance of receiving information from public officials, and, based on several justifications, among them the right to know as an independent right, instructed Knesset members to reveal to the public the contents of the coalition agreements. The Court also addressed justifiable limits upon the right to obtain information, and determined that this right does bear some restrictions. Concerns regarding security, foreign affairs, social and economic affairs could justify limiting the degree of disclosure. [29]

The legislative branch contributed to the process by passing the Freedom of Information Law in 1998. [30] The Law, which is partly a result of extensive lobbying efforts by the Coalition for Freedom of Information, [31] recognizes the importance of access to information. The Law established a principle of dissemination of information, while recognizing the necessity of keeping certain information from the public. It offers some effective remedies to assure that the exemption provisions in the Law will not be misused, such as the provision ensuring that disclosable information will not be withheld simply because it appears alongside exempt information, or the provision that provides for in camera review by the Court of exempt information. The Law offers a mechanism for independent review of decisions to refuse release of information[32].

The mechanism for disseminating information to the public, mandated by the Freedom of Information Law, is laid out in an administrative report by a Knesset subcommittee. [33] Popularly known as The Eitan Report, this documents establishes the plan for implementing *"direct government,"* allowing citizens to receive information and conduct official transaction with the government in an online environment. The report makes extensive

recommendations for preparing Israel for the information age. The overall vision of the report is summarized in five points. The report calls for government information that is (1) complete and comprehensive (2) quick one-stop-shop information that can be transferred to the citizen within 24 hours (3) reliable and up to date information (4) secure information transferred on secure networks (5) information that is mutually binding to both sides. [34] The report takes into account the increased dangers to privacy rights when using computer networks, and calls for allocating special funds to secure user privacy. [35] The operational plan of the Committee relies heavily upon outsourcing and services provided by the private sector, under the supervision and instruction of government personnel. [36] The recommendations for realizing the vision of 'direct government' include sixteen measures that need to be taken to complete the task. These include establishing online information kiosks within a year, training government employees in basic technology skills, making e-mail use obligatory within government, and providing citizens, upon request, with electronic identification for conducting online transactions. [37]

Additional legislative steps towards a comprehensive information policy are the recent amendments in the Copyright Law. In order to comply with its commitments under the Trade in Intellectual property and Services (TRIPS) agreement, Israel was obliged to adopt changes to its copyright legislation by the end of 1999. On December 21, 1999 Israel passed several amendments to comply with TRIPS. Articles 1-6 to the TRIPS were passed in Knesset, as well as the Integrated Circuits Protection Law. In recent years Israel has become a center for criminal piracy activities, drawing negative comments and reports from international organizations, due to what they perceive as Israel indifference to the criminal activities taking place within its borders[38]

VI. Public libraries as Information Providers

In democracies, libraries play a role as a channel of information between government and the public. In Israel, libraries have failed miserably in taking responsibility for disseminating government information and creating an informed citizenry. There was never any awareness of this role of libraries in the library community. None of the library schools train librarians in government information. Not only are there no courses specific to government information, it is not even a feature of general reference courses. In addition, there is no mechanism for distribution of government information to libraries, similar to the Federal Depository Library Program in the U.S. [39]

Public libraries are rapidly losing their ability to provide service of any kind. In 1975, the Ministry of Education supported 50% of libraries' budget, while in 1999 the support dropped to 9%. Minutes from a Knesset committee meeting revealed the alarming deterioration in the state of public library service. This has received some recent attention following a 1999 appeal to the High Court regarding library fees. [40] The Public Library Law[41] prohibits charging fees for library services, but a majority of libraries do so in order to supplement their meager resources.

The Public Library law is outdated, and fails to address some of the burning issues troubling public libraries. These include budget, user-fees, fair use practices, and general guidelines for providing service in the information age. Attempts to pass amendments to the law have failed, and librarians are back to ground zero. The Department of Libraries is the main body to be held responsible for the deteriorating state of public libraries, since over the years

they have repeatedly failed to secure support for public libraries.

VII. Conclusions and Recommendations

Israel is currently just beginning to examine its various legislative and regulatory measures affecting government information and how they may be combined into a comprehensive plan for open government. As is frequently the case, implementation lags behind planning, and the barriers to achieving policy goals are not technical or practical, but social and cultural, related primarily to lack of awareness among government employees at all levels as to the importance of open government in promoting democratic principles.

The Eitan report, although setting a sound foundation for open government, overlooks several important points: difficulties associated with outsourcing; absence of a catalog of government publications; absence of a depository library system; and the continuing disregard of the role of librarians.

Outsourcing is strongly supported by the report. Since fee-based dissemination predates principles of open government in Israel, no thought has been given to the effects of outsourcing on the availability of free information to the public. A lot can be learned from the American experience about the dangers to free and open access that can result from poor outsourcing. [42]

Another issue ignored by the report is the continuing role of print materials in dissemination of information to the public. At present, there is no way to locate a printed government publication, or to obtain a comprehensive listing of government documents. No remedies are offered for this problem, and it has not been raised in any forum. A simple solution would be to produce a catalog of government publications, in either electronic or print format, through the National Library, which, under the provisions of the Press Ordinance, receives all government publications and produces a National Union Catalog.

A third important way to promote open government is through the free distribution of government publications to selected libraries. Israel has not designated depository libraries, as in the United States, and since government publications are not free of charge, many libraries, all suffering from insufficient funds, refrain from purchasing them. Designating as few as three as depository libraries (north, central, and south of the country), would make a great contribution to bringing government closer to the people.

Finally, promoting principles of open government should take into account the people who are trained and skilled in providing information -the librarians. Yet, the Eitan report totally ignores the role of libraries and librarians in the new information paradigm. Post offices were preferred over libraries as access points for information kiosks, no responsibilities are allocated to librarians. This is especially troubling in light of the fact that K.M. Eitan was the initiator of the Knesset library Web site, and that several librarians served on the committee's advisory panel.

It is not too late to focus attention on these problems and to offer remedies to issues that will become more difficult to address with the passage of time.

Footnotes

[1]Freedom of Information Law 5758-1998

[2]For the text of Israel's Basic Law, see Israeli Parliament Web Site:

http://www.knesset.gov.il/knesset/engframe.htm

[3]For more about Israel's constitutional process read:
Yoan Dotan, *"A Constitution for Israel? The Constitutional dialog following the 'Constitutional Revolution',"* Mishpatim 28, no. 1-2 (1997): 149-209. Ruth Gavison, *"The controversy over Israel's bill of rights,"* Israel Yearbook on Human Rights 15 (1985): 113-154.

[4]H.C. 73/53 Kol Ha'am v. Minister of Interior, 7 P.D. 871

[5]David Heshin, ed., The Courts of Law: Fifty years of adjudication in Israel (in Hebrew) (S.L.: Ministry of Defense Publishing, 1999 pp. 36-38). For more on Kol Ha'am in English, see: Pnina Lahav, Judgement in Jerusalem: Chief Justice Agranat and the Zionist Century (Berkeley: University of California Press, 1997 pp. 79-112).

[6]See, for examples,
Marcel Cohen v. Ministry of the Interior H.C. 146/59, 14 P.D. 283: States that the High Court is competent to intervene in the decisions of the Censorship Board and awards the Board power to censor a movie when it *"offends moral values or good taste or leads to corruption"*.
Israel Film Studios v. Levi Geri and the Film and Theatre Censorship Board H.C. 243/62, 16 P.D. 2407: The Court rejected the Censorship Board's decision to censor part of a newsreel. Justice Landau made reference in his decision to the right of the public to receive information
Noah Films Co., Ltd. v. The Film and Theatre Censorship Board H.C. 549/75, 30(1) P.D. 757: The Court refused to support the cancellation of a previously granted license to screen a film
Electric Company and others v. Ha'aretz Newspaper and others (1977) 32(iii) 337: Justice Landau, writing for the majority, preferred the right to protect one's image, as expressed in the Defamation law, over the other rights, such as freedom of information, not embedded in law

[7]Copyright Order 1953, 1981

[8]Source Name Law 1965

[9]Archive Law 1955

[10]Patent Law 1967, 1998

[11]Trademark ordinance 1972

[12]Library Law 1975

[13]Defense (Emergency) Regulations, 1945 P.G. no. 1442, Supp. No. 2, p. 1055

[14]Protection of Privacy Law 5741-1981

[15]The the Kahn Committee, appointed in 1974 by the Minister of Justice, to examine the means by which the protection of privacy can be secured, concluded that computers do not present a serious problem that requires statutory control, and the issue of computers was set aside. Is was not until later amendments that the Protection of Privacy Law became concerned primarily database privacy protection.

[16]Civil Wrongs Ordinance 1977, sections 29-31

[17]Postal Ordinance, 1976, section 99

[18]Defamation Law, 1965

[19]Civil Wrongs Ordinance 1977 section 34a

[20]Secret Monitoring Law 1975

[21]March 1985 and March 1996

[22]sections 2(2)-2(3)

[23]sections 2(2)-2(3)

[24]chapter 2

[25]In particular the European Database Protection Directive

[26]State Comptroller, State Comptroller Report no. 42 (in Hebrew) (Jerusalem:

1992).

[27]Personal interview with Yosefa Tiepero, Database Registrar, August 1999

[28]H.C. 1601-4/90 Shalit et al. v. Peres el at., 44(3) P.D. 353

[29]Shalit 366

[30]Freedom of Information Law 5758-1998

[31]Debbie L. Rabina, *"FOIL and FOIA Compared: A comparison between the Freedom of Information Law in Israel and the U.D. Freedom of Information Act,"* Journal of Government Information 26, no. 2 (1999): 89-108.

[32]Freedom Of Information Law, Article 17

[33]Israel et al., *"Preparing Israel for the Information Age,"* ([Jerusalem]: The Knesset, 1998), [219] unnumbered.

[34]Ibid. Section C.2

[35]Ibid. Section C.1

[36]Ibid. Section C.1

[37]Ibid. Section C.5a-p

[38]IIPA, *"Excerpt from the IIPA's 1999 Special 301 Recommendations regarding Israel,"* (Washington DC: International Intellectual Property Alliance, 1999)

[39]Federal Depository Library Program 44 U.S.C.§ 19 (1991)

[40]The Public Library Law, 1975

[41]The Court is presently awaiting to see whether of not the Knesset will pass the amendments to the Library Law, thereby solving the problem legislatively

[42]For more on the outsourcing debate regarding United States government information, see:
Mark K. Gordon, *"Outsourcing Technology in Government: Owned, controlled, or regulated institutions,"* Journal of Government Information 24, no. 4 (1997): 267-284.
Paul P. Messa, *"Disseminating Government Information: Appropriate roles for the Government and private sector: A viewpoint,"* Government Publication Review Robert K. Stewart, Access and Efficiency in Regan-Era Information Policy: A case study of the attempt to privatize the National Technical Information Service (Ph.D. Dissertation) University of Washington, 1990.

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The Cairo Genizah: a Medieval Mediterranean deposit and a modern Cambridge Archive

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Abstract

For almost 2,000 years, it has been customary in Rabbinic Judaism to set aside a depository (genizah) into which could be consigned Hebrew texts that had to be removed from circulation. The famous Cairo Genizah was amassed mainly between the tenth and thirteenth centuries and sheds light on all aspects of medieval oriental life. Most of its fragmentary manuscripts are preserved at Cambridge University Library and they provide unique information about relations between Jews, Muslims and Christians in the Crusader period. The history of the Cambridge Genizah collection, since its acquisition over 100 years ago, is almost as remarkable as its contents.

Paper

Amassing the Genizah

The earliest occurrences in Hebrew literature of the root gnz, from which the word genizah is derived, are in late sections of the Hebrew Bible, where it refers to the storage of valuable items. The root, of Persian origin, is attested not only in Hebrew and Aramaic but also more widely in Semitics, with the meanings of hide, cover and bury. In the rabbinic literature of the first few Christian centuries, it carries similar senses and is used to describe

special treasures stored away by God, such as the Torah and the souls of the righteous. In Jewish religious law, which proscribes the obliteration of the name of God on the basis of its interpretation of Exodus 20:7 and Deuteronomy 12:4, genizah describes the removal from circulation of some item that is or has at some stage been regarded as sacred, whether legitimately or illicitly, and is now ruled inappropriate for ritual use. Such items may include controversial religious texts, materials once used in worship, capricious transcriptions of the four-letter Hebrew name of God (tetragrammaton), or artifacts about whose sacred status there is unresolvable doubt. As Jewish law developed and synagogal ritual became more institutionalized, it became customary for communities to set aside a bet genizah, or simply genizah, into which could be consigned Hebrew Bible texts that were damaged or worn, as well as other Hebraica, including works regarded as heretical, that contained biblical verses or references to God. There they would await the natural process of disintegration.

In Antiquity and in the early medieval period, it is likely that genizot, or what would in todays world constitute precious archival collections, were amassed in many areas of Jewish settlement. It appears that some communities made matters secure by burying the unwanted texts in the ground, while others removed them to caves or tombs, sometimes storing them first in suitable vessels. It is even possible that the Qumran (or, Dead Sea) Scrolls represent just such a genizah. Sadly, however, the survival rate of such genizot has not proved impressive, the ravages of time and climate on the one hand and the vicissitudes of Jewish history on the other either ensuring a return to dust, or denying later generations adequate knowledge of where a search might even commence. Fortunately, however, in the case of medieval Cairo (=Fustat), the first stage of consignment into the synagogue genizah appears not to have been followed by removal to a cave or burial place, with the result that the study of Jewish history and literature has been greatly enriched.

The long survival of the Jewish community on the same site in Fustat; the dry climate of Egypt; the central importance of the city to Muslim and Jewish history for a number of centuries; and the reluctance of the Jewish communal leaders to take any action in the matter of its genizah, other than to expand its contents with all forms of the written word all these factors contributed to the survival there of a collection of some 210,000 fragmentary Jewish texts that is at least as significant as the Qumran Scrolls. Generation after generation appear to have arranged the collection from homes and institutions in and around Cairo of texts that were no longer to be circulated, and thousands of them were consigned to the genizah of the Ben Ezra synagogue.

In a move that was to make its collection unique in terms of world culture and history, the community of Fustat chose to preserve much of the written word that passed through its hands, regardless of its religious status. There thus came to be amassed all manner of ephemera that had more to do with the daily activities of ordinary folk than with the ideology of rabbis and scholars. In an age that certainly predated the concern for the preservation of archives, the explanation for their behaviour may be that they saw Hebrew letters, or even any texts written by or about Jews, as either intrinsically sacred, or bearing a degree of holiness because of the frequent occurrence there of references to God, the Hebrew Bible or other religious subjects. The peak of this archival activity, if it may anachronistically be described as such, was reached between the tenth and thirteenth centuries, precisely when the community reached the zenith of its social, economic

and cultural achievements.

Some texts from what became known as the Cairo Genizah were sold by synagogue officials to dealers and visitors in the second half of the nineteenth century. Famous libraries in St Petersburg, Paris, London, Oxford, New York and Philadelphia acquired major collections but it was Solomon Schechter who obtained communal permission to remove 140,000 items to Cambridge University Library in 1897. The Genizah texts are written in various languages especially Hebrew, Arabic and Aramaic mainly on vellum and paper, but also on papyrus and cloth. They represent the most important discovery of new material for every aspect of scientific Hebrew and Jewish studies in the Middle Ages. As a result of the conservation, decipherment and description done for over a century, but particularly in recent years and at Cambridge, previous ignorance has been dispelled and theories drastically modified. Among the subjects that have benefited substantially are the emergence of Hebrew grammatical systems; the development of synagogal lectionaries and of translations and interpretations of the Hebrew Bible; and the literary history of such sectarian works as the Damascus Document and Ben Sira. Major impacts have also been made on the textual and exegetical study of Talmudic, Midrashic, liturgical and poetic literature, and on the evolution of Jewish religious law. Knowledge and understanding of Karaism, of Fatimid Egypt and Crusader Palestine, of special Jewish languages such as Judaeo-Arabic, and of daily activities in the Mediterranean area have also expanded greatly.

The early Hebrew codex

It is important to note that it was a change in how Jewish culture was transmitted in the early medieval period that led to these literary achievements. Although the number of complete Hebrew codices that have survived from the ninth and tenth centuries is still only in single figures and their content predominantly biblical, the evidence of the Genizah leaves little room for doubt that many of its fragments originally belonged to codices of various types of literature. The Hebrew codex apparently made its appearance in the eighth century, perhaps under the influence of Islam, which had borrowed the medium from the Christian and Classical worlds. The contents of scrolls were copied on to bound volumes (codices), to which later generations added their own notes. Such codices began as no more than a few folded leaves but eventually evolved into substantial volumes with many folios. By being committed to a written form in these codices, oral traditions acquired a new degree of authority. The centralization of the Jewish community under Islam and the high degree of literacy made possible the wide distribution and acceptance of such texts.

Where there are sets of volumes, there is inevitably a need to store and exchange them. It has indeed recently been demonstrated that in the Jewish communities of North Africa in the ninth and tenth centuries texts were being widely copied and circulated and that extensive libraries, covering various languages, were being amassed and sold. Such libraries included not only the classical Jewish sources but also the newest commentaries on the one hand and more general learning on the other. They were actively built up by individuals, sometimes businessmen rather than specialized scholars, and by communities, through gifts, appeals and purchases, and they were made available for academic use by students and for ritual use by congregants. By creating, copying and disseminating the contents of these libraries, the Maghrebi Jews of means introduced a wide variety of literary

works to other communities and thereby exercised a powerful influence on the levels of Jewish cultural achievement.

The impressive contents of the Cairo Genizah are in no small degree due to the arrival there of many Jewish refugees from Tunisia and to the transfer of the bibliographical riches of the North African communities to the Egyptian centre. Book-lists are also a common feature of the Genizah discoveries and demonstrate the existence of reference literature for educational activities by the community. Bibles, prayer books, talmudic texts and commentaries, Jewish legal and theological tracts, as well as scientific, medical and philosophical works, are among the items that are regularly listed, sometimes in the context of a public sale. It is remarkable that a bibliophile, who was having a book-case made, prepared a delightful text in praise of such an item of furniture and its educational importance, with the apparent intention of having it engraved on the front. Equally remarkable is the fact that when the Egyptian Jewish community raised funds in the twelfth century for the ransom of Jews who had been captured by Crusaders in the Holy Land, they also made arrangements to pay the conquerors for the safe return of Jewish books.

Muslims, Christians and Jews

Given the dominant Islamic environment in which they lived, it is not surprising to find that Arabic language played a major role in Jewish life and that Jews built and furnished houses, wore fashionable jewellery, and pursued general commercial and cultural interests much in the same way as their Muslim neighbours. They even visited each others homes on the occasion of religious festivals. The interchange of religious ideas sometimes produced parallel developments, as, for instance, in the matter of the adoption of mystical ideas similar to those of the Sufis, while at others it created an opposite reaction, as, for example, in the defence of Jewish interpretation of Scripture or Jewish religious philosophy against non-Jewish challenges.

As far as their status in Islamic society was concerned, Jews and Christians were dhimmi peoples, that is, tolerated monotheistic minorities living under the protection of Islam, and as long as they agreed not to give offence to Muslims by any pretence at equality, they could, when the Muslim rulers tended towards tolerance, enjoy a reasonably good lifestyle. The Jews simply paid their special poll-tax, wore their distinctive Jewish clothes, built no synagogues higher than mosques, and went about their ordinary business. There were occasionally times when rulers decided to take a maximalist position. A national leader might object to the existence of all non-Muslim houses of worship; local leaders might ban Jewish ritual slaughter, demand more taxes, or refuse access to water wells. In the reign of the Fatimid caliph, al-Hakim (9961021), the Jews of Cairo compiled a chronicle (megillat misrayim) in which they praised him for saving them from the mob and from judicial execution on tax charges but it was that same ruler who ordered the destruction of all the synagogues and churches, and whose troops engaged in an orgy of murder, rape and plunder in Cairo and Damascus. Generally, however, a productive blending of various cultures was the dominant theme, particularly during the Fatimid period, from the tenth to the twelfth centuries.

It is now clear that Muslims, Christians and Jews in the East did not live intellectually ghettoized lives. They were aware of each others texts and traditions, sometimes recording these in their own languages and

literatures, and at other times subjecting them to criticism and even derision. In a religious debate with Rabbanites and Karaites conducted at the end of the tenth century, the Fatimid vizier, Ya'qub ibn Killis, a convert from Judaism to Islam, cited the content of the prayer-book of Sa'adya ben Joseph in order to heap ridicule on the Jewish liturgy. Although there was the occasional romantic tryst between a man and woman of different religious allegiance, intermarriage was not a phenomenon of the time. Conversion, however, certainly was. Just as in Christian Europe, there were Jews who were so anxious to climb the social and political ladder that they felt constrained to convert to the dominant faith. Some of them made life difficult for their former co-religionists while others retained a certain sympathy for them, even engaging them in religious dialogues. But the movement was not always in one direction and there are accounts of Muslim and Christian anger at conversions to Judaism. The records of rabbinical courts make reference to approaches made by non-Jews wishing to throw in their religious lot with the Jews. As was the talmudic custom, they were initially rebuffed but there were a number, some of them women, who were determined enough to repeat their applications until they were finally accepted and even married into the Jewish community. One convert missed only one thing from his former life the Jews could not make bread like the non-Jews!

Jews in Palestine

The Genizah discoveries have illuminated what were once the dark expanses of Palestinian Jewish history and revealed how the Jews of the homeland conducted their personal, public and intellectual lives in the centuries immediately before and after the Crusader invasion that began in 1099. It turns out that the Jews were encouraged to resettle Jerusalem after the Arab conquest of the seventh century and that, despite the difficult economic conditions and political upheavals brought about by competing Muslim claims to the territory, communities grew and flourished. Fragments relate to Ramla as the capital city and to the havoc wreaked there by the terrible earthquake of 1033, to Tyre and Acre as busy sea ports, to Tiberias as a centre of Torah and textiles, and to Ashkelon as a particularly strong fortress. It was perhaps as a result of the earthquake that part of the synagogal premises of the Palestinian Jews in Ramla was still in a state of ruin in 1039. To obtain funding for repairs and maintenance, the leaders leased part of the property to a private individual, Sedaqah, son of Yefet, at an annual rental of half a gold piece. There were of course even more miserable times. During the first half of the eleventh century, for instance, letters refer to the battles between Bedouin insurgents and the Fatimid rulers and provide gruesome details of the robbery, rape and crippling overtaxation.

Later, Jews fought alongside Muslims in a desperate effort to defend the Holy Land against the Christian attacks and, when they failed, those unable to flee suffered massacres or capture. As some eye-witness accounts relate, major fund-raising efforts had to be made in other Jewish centres to pay the ransoms demanded by some Christians for the release of Jewish prisoners. Those who did escape made their way northwards to the cities of the Lebanese coast or southwards to Egypt and many documents testify to their resilience in maintaining their traditions and their identity for two or three centuries. Contrary to what was previously thought, there was a significant Jewish presence in Palestine during the Crusader kingdom. Although only a few Jews lived in and around Jerusalem, there were active and sometimes even prosperous communities in the other cities. Following the recapture of

the Holy City by Saladin in 1187, Jews rebuilt their community there and, although their situation remained precarious, they were strengthened by the arrival of immigrants from western Europe. The deteriorating situation in England and France in the late twelfth and early thirteenth century, coupled with the spiritual attractions of settlement in the land of Israel, encouraged a number of eminent rabbis and their flocks to make this ideological emigration, or `aliyah.

The twentieth century

We may now turn from medieval Egypt to modern Cambridge. Since more than a hundred years have passed since Solomon Schechter brought back his famous hoard of Hebrew manuscripts, we may now take stock of the achievements of each generation of librarians and scholars. The century may be divided into five fairly self-evident periods. The first, that of Schechter and his contemporaries, was undoubtedly enthusiastic and industrious and the foundations were laid for much subsequent research. The University Librarian was highly co-operative and much involved in arranging the conservation and research and a team of scholars and librarians set to work on about 30,000 items (the Old Series) in the Collection. There was then a steady move away from institutional interest to individual research and while Cambridge University Library concentrated on other work and on surviving the First World War and the Depression, the centre of Genizah research moved elsewhere, in one case taking some 251 borrowed fragments temporarily with it! A binders assistant was the only one at the University Library with any significant knowledge of the Genizah material and one of the librarians even suggested that the remaining 110,000 pieces should have been burnt years earlier. In the years just before and just after the Second World War, the oriental staff situation improved and this led to more interest in the Genizah material, with individual scholars and consolidated research projects making the running and attempts even being made by some Library staff to keep an account of the growing number of publications about the Genizah manuscripts. These efforts, to a large extent inspired by the expansion of academic Jewish studies in the newly established State of Israel, culminated in the great expansion of the 1950s inspired by S. D. Goitein, and the sorting of over 40,000 fragments in the New Series. The Faculty of Oriental Studies and the University Library formally recommended in 1960 that funds be sought for the appointment of a mature scholar as an Under-Librarian who would arrange for the sorting, identification and cataloguing of the Collection; and would record all published work relating to it. He would also arrange for visiting scholars to contribute their areas of expertise to the cataloguing programme; and would initiate and manage a plan that would bring credit to the University and to its Library and...would be a signal service to Hebrew scholarship. Insufficient funding was forthcoming for the complete project but it did prove possible in 1965 to appoint the first full-time librarian with responsibility for the Cambridge Genizah material who also dealt with queries and visitors, and began to catalogue the biblical fragments. Additional boxes were appended to the New Series, the microfilming project made good progress, material was added to the Librarys record of its published Genizah items, and the steady stream of researchers working on the Collection continued unabated. Even more importantly, a project was commenced properly to conserve some of the Collection.

The final period, that of the past twenty-seven years, has seen its own special developments. Since 1973, a fully comprehensive programme of

work on the Collection has been conducted in the context of a newly created Genizah Research Unit. The remaining thirty-two crates of unclassified material were sorted in 1974 and 1975 into the Additional Series under a variety of subject headings. With the assistance of external funding, the microfilming and conservation of all 140,000 fragments was completed in 1981. A busy team of researchers catalogued about 65,000 fragments, and some 50,000 published references to Cambridge Genizah items were located and published, with the help of a special computer program. Cambridge University Press joined forces with Cambridge University Library to publish twelve volumes in the newly established Genizah Series. Young researchers, visiting scholars, international co-operative projects and major exhibitions became features of the Units work. Over #1.3m was raised from outside sources in support of the Units projects and information about Genizah research was conveyed to the wider public through a regular newsletter Genizah Fragments, the media, and the Internet.

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LIS journal response to globalization: an analytical study of leading and international journals

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Paper

Introduction

Library and information science (LIS) researchers are increasingly global in their attention. Yet, many LIS journals that report research appear to be national in character. Thus, an analytical study of LIS journals could help the field better understand knowledge networking and exchange. Such a study should interest journal editors, editorial board members, journal publishers and managers, collection development management and development librarians, other bibliometric researchers and, of course, indirectly benefit the journal subscribers and readers. Indeed, such a study seems especially timely given the end of the millennium when we should stop and take stock of the state of LIS journal publishing.

Objectives

The purpose of this study is three-fold: 1) to identify and describe the eminent as well as international LIS journals; 2) to compare and contrast the leading as well as international LIS journals; and 3) to test the hypothesis that there is no significant difference between leading and international journals based on the several variables (identified below).

Research Questions

This study aims to answer such broad questions as "What is the relationship between a leading or international journal's circulation, number of board members, number of editors, nationality of board and editors and the number of international articles, perceptual rankings, or impact factors?" In addition, this study will examine how international are the "international" journals compared to the leading LIS journals?" and "Does an international editorial board increase the number of international articles, perceptual rankings, citations, impact, or circulation?" And lastly, "Are LIS journals published outside of the United States more international than those published in the United States?" (in other words, is there a North American paradigm?)

Working Hypothesis

The overarching hypothesis that directs this study is that the leading and international journals are different based on the variables identified and described below.

Operational Definitions

The operational definitions for concepts as well as several variables were identified in the LIS literature by searching ERIC and Library Literature for the following terms in Boolean combinations: scholarly journals with bibliometrics or trend analysis and foreign countries. In addition, Cheryl A. McCarthy's article contains a useful "selected bibliography" (McCarthy 2000) and Christine Borgman's chapter provides a useful introduction to understanding scholarly communities (Borgman 2000). This combined approach yielded about a dozen citations and will be discussed below. The following decision rules were applied. "All LIS journals" (where a journal is a periodical published more frequently than annually) is determined by a listing in Ulrich's International Periodicals Directory for 1998 under the heading "Library and Information Sciences." International LIS journals are operationally defined as those journals in LIS with international in their title or subtitle based on Ulrich's listing (see table 1 for a list of these journals). Place of publication is taken from Ulrich's and then confirmed on the journal's front matter as the publishing office's location. International authorship means one or more authors are from a country foreign to the journal's place of publication. For instance, an Irish author is foreign if the journal is published Great Britain (which includes England, Scotland, and Wales), or the United Kingdom (which includes Great Britain and Northern Ireland); similarly, a Canadian author is foreign if the place of publication in the United States. In 1990, Herman has examined the citation practices of United Kingdom and United States LIS authors in twenty-nine English-language LIS journals to see if they were receptive to citing international authors; she found United Kingdom authors more receptive than United States authors (Herman 1991). Thus, the present study looks at the nationality of authors in the leading as well as the overtly international LIS journals. In addition, Wormell examined seven LIS journals, but analyzes Libri and JASIS in depth, in an effort to understand "how the 'international' are the international journals" (Wormell 1998). In particular, she notes a slight to low correlation "between geographical distribution patterns of authors, citations and subscriptions." Leading LIS journals are operationally defined as the top ten journals (that is, 20% of the fifty-four ranked journals) listed in the Institute for Scientific Information's Social Sciences Edition of their Journal Citation Reports for 1989 and 1988 for "Information Science and Library Science." See table 2 for the names of these journals.

Independent ratio-level variables

1. Volume number as a proxy for age of publication in years (taken from the journal itself);

2. Region (by grouping the journals into four clusters based on publishing information: North America, United Kingdom, Europe, and elsewhere);
3. Acceptance rate, the percentage of articles accepted compared to the total number of articles submitted (sources: email to editors and, if no response, Lynn W. Livingston, In Print: Publishing Opportunities for College Librarians, Chicago: ALA, 1997 or Carol F. Schroeder and Gloria G. Roberson, ed., Guide to Publishing Opportunities for Librarians, New York: Haworth Press, 1995);
4. Peer-review, where 0 is non-existent; 1 is single-blind; and 2 is double-blind reviews (technically this variable is nominal, but a dummy variable can be created to make it ratio-level);
5. Total number of editorial, consulting or advisory, board members based on the January 1998 issues (named on the masthead or preliminary pages of the journal but not counting editors, associate editors, managing editors, assistant editors, and editorial assistants or ex officio or association officers);
6. Total number of editors (including chairman of the editorial board, editors-in-chief, executive editors, column editors, field editors, national or regional editors, senior associate or associate editors, managing editors, assistant editors, book review editors, and editorial assistants or interns but not counting founding editors or editors emeriti, editorial interns, ex officio or association officers);
7. Total number of women editors (based on first-hand examination of the journal masthead);
8. Total number of international board members based on the January 1998 and 1988 issues; and
9. Total number of major (main, full-length) articles per year (based on typography):
    a. No annotated, classified (or otherwise) bibliographies, notable documents or reviews of reference sources
    b. No editorials or guest editorials, symposia, research in brief, critical reviews, in memoriam (even with citations or references), introductions to special issues, brief or shorter communications, columns, conference reports, critical review articles, notes, opinion pieces, comments or letters or responses, etc.
    c. Book reviews are not counted
    d. Count "Interviews" when accompanied with notes or references

Outcome (i.e., dependent) variables

In addition to comparing the two classes of journals for the number of international articles (that is, the total number of international articles per year), it also possible to examine within and among group differences for: A) As proxies for eminence, prestige, using: 1) The Davis and Kohl perceptual rankings of LIS journals from their 1982 survey. They found that LIS deans and directors valued journals differently than did ARL library directors (Kohl and Davis 1985); hence, the present study uses both rankings (see their table 1 on page 42). Unfortunately, there is no current perceptual study of LIS journals; 2) The Institute for Scientific Information's (ISI's) Journal Citation Report (JCR) Impact Factor scores for 1998 and 1988, which lists the top fifty-four journals in 1998. Looking at the period from 1977 to 1987, Rice has examined the "core" LIS journals and has found three distinct subdisciplines-see his figure 8.3 and 8.4 (Rice 1990); the present study will comment on this finding below. As a cautionary note, Nisonger finds that "one should not rely on a single year of JCR data for journal assessment purposes" (Nisonger 1995); hence, this study looks at two years over a ten year period. Furthermore, I have noted inconsistencies in what ISI counts as an article. I propose my operational definition above as a vast improvement upon theirs. 3) Ranking of Journals as Read by Practitioners. In 1981, Ali reported on the reading or scanning habits of 50 practitioners-see his table 1 on page 169 (Ali 1986). This present study

will use his data and correlate it with other factors such as circulation. B) Circulation (subscription figures can be used as a proxy for reading) 1) Circulation/subscription figures reported to Ulrich's for 1998 (if not present, then email to editors and, if no response, Lynn W. Livingston, In Print: Publishing Opportunities for College Librarians, Chicago: ALA, 1997 or Carol F. Schroeder and Gloria G. Roberson, ed., Guide to Publishing Opportunities for Librarians, New York: Haworth Press, 1995).

Methodology

This section addresses the total population, sampling procedures, data screening and analysis, and selection of appropriate statistical tests.

Population and Sample

All LIS journals (where N=5,228), based on Ulrich's listings under a browse index for subject searching the phrase "library and information sciences" in Ulrich's OnDisc Windows 1.14 (1998). Using purposive sampling because the intent is not to generalize to all LIS journals, but to examine the following two segments of the population: (1) leading LIS Journals (N=10)-need to be larger for statistical analysis--and (2) international LIS Journals (N=19)-based on operational definition above.

Data Screening and Analysis

The goal of data coding in this study is to convert the operational definitions from the theoretical structure/logical framework stated above into a machine-readable form for computer supported statistical analysis and testing of the hypothesis. This task was undertaken by personally examining first-hand all of the journals in this study. I performed all analyses in the Statistical Package for the Social Sciences, version 8.0. Basic statistical tests, such as a T-test, will be used to determine whether the two groups (leading or international) are similar or not. In addition, it is possible to use the Pearson Product Moment Correlation (r), is to expose and describe the association of two or more ratio level variables within and between groups. Following Guilford (Fundamental Statistics in Psychology and Education, p. 145), the following qualitative terms may be used in interpreting correlations: where slight equals < .20; low ranges from .20 to .40; moderate meaning anything in the .40 to .70 range; high equals .70 to .90; and very high is anything > .90. For the purposes of statistical analysis, only significant findings at the .01 level of significance will be reported due to the small sample sizes of the two groups.

Provisional Findings

At the outset, I must state a couple of qualifications. First, many variables related to these journals are going to be auto-correlated given the artifactual structures present. Furthermore, these findings are tentative because the data set for leading group is missing 23 out of 160 data points (14%) while the international grouping is missing about 131 out of 304 (43%). Nonetheless, I can confidently state some preliminary findings.

Leading Journals

As a group, the average age of these journals is forty-two years old, twice that of the international journals; the oldest journal is the Bulletin of the Medical Library Association founded in 1911. Hence, eminence seems to have something to do with age of the journal. The average circulation is 2200 copies per issue, twice that of the

international journals. The typical acceptance rate of a double blind peer-reviewed article is 35% and involves two-and-a-half male editors assisted by a twenty-two member editorial board, more than three of whom are women and four are international. The more editors, the more likely women are to be involved and the same can be said for the size of the editorial board. The typical leading journal publishes more than thirty articles per year of which seven are written by international authors. The average ISI impact factor for these top ten journals is about 1.35.

International Journals

These journals are nineteen years old, less than half that of the leading journals. Appropriately enough, the first journal to use the word "international" in its subtitle was Libri, the "International Library Review" of IFLA in 1950. Apparently, the profession's awareness of global aspects of its activities dates to the 1980s. The average circulation figure is 1,000 copies per issue compared to twice that of the leading journals. The typical acceptance rate is about 50% and involves two editors, one of whom is a woman (in contrast to the leading journals) and one of whom is an international editor. This journal has a fifteen member editorial board, composed of thirteen international members and three of the board members are women. The journal publishes about fifteen articles per year, more than five of which are from international authors. The average ISI ranking is twenty-four and an impact factor, on average, of .31.

Research Questions

Here, I wish to exercise more caution in talking about the findings because of those missing data points. In other words, these findings are subject to change. Nonetheless, it appears that research question one: How international are the "international" journals compared to the leading LIS journals?" can be answered. As mentioned above, the international journals publish fifteen articles a year as opposed to thirty for the leading journals. A third of the articles are international for the "international" journals whereas only 23% are from international authors in the leading journals. So, I conclude that international journals are truly more international than the leading LIS journals, by intent. "Does an international editorial board increase the number of international articles, perceptual rankings, impact, or circulation?" Among the leading LIS journals, there is a strong correlation between size of editorial board and the number of international board members but does not seem to aid in attracting articles from international authors. For international LIS journals, it seems that while a larger board is likely to have more international members it seems that publishing more articles is as important as having a larger circulation in terms of attracting international authors to submit publishable manuscripts. Otherwise there is, however, no statistical significant relationship at the .001 level between rankings or impact factors for either the leading or international LIS journal and the above mentioned variables, otherwise. Are LIS journals published outside of the United States more international than those published in the United States? (In other words, is there a North American paradigm?) By grouping the journals into four clusters: North America, United Kingdom, Europe, and elsewhere, it is possible to suggest a couple of answers. By way of background, six (or 60%) of the ten leading LIS journals are publish in the United States, three (30%) in the United Kingdom, and one (10%) in Europe. The nineteen internationally oriented LIS journals are more equally distributed globally: six are published in the United States, six in the United Kingdom, four in Europe and two elsewhere. Of the total number of international authors, articles are most likely to appear in a leading journal that is published in the United Kingdom and least likely to appear in an international journal that is published in the United States. Specifically, international authors are twice more likely to appear in leading

LIS journals published in the United Kingdom rather than in leading United States published journals. International authors appearing in international journals are also four times more likely to be published in United Kingdom LIS journals than in United States journals. So, United States LIS journals appear to have been less internationally oriented in 1998. Another answer is that journals published outside the United States are more likely to have international editorial boards; so, yes, LIS journals published outside are more international in orientation.

Conclusions

There are significant differences between leading and international journals in library and information science. The former group is older and has lower acceptance rates; the latter are smaller and have higher acceptance rates. There are a number of significant relationships between editors and gender, editorial size and number of international editorial board members. International submissions are most influenced by international board members on international journals. United States journals are not as international as United Kingdom, Europe or journals published elsewhere in the world.

Future Research

Regrettably, no current study of the perceptual ranking of journals is available at this time; should this information become available, it would be worthwhile including those data points in the analysis. Observant readers will note that an article could focus on an international topic, regardless of whether or not its author's ethnicity is international. Hence, future research studies could analyze whether or not articles are defined by author nationality, by the content itself, or both.

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Table 1. International Journals in Library and Information Science

Document World: The International Publication
Focus on International and Comparative Librarianship
Government Information Quarterly: An International Journal
Information Development: The International Journal for Librarians
Information Processing & Management: An International Journal
International Information and Library Review (formerly ILR)
International Information, Communication and Education
International Journal of Information Management
International Journal of Legal Information
International Journal of Micrographics & Optical Technology
International Journal on Digital Libraries
JISSI: International Journal of Scientometrics and Informetrics
Journal of Government Information: An International Review
Journal of Internet Cataloging: The International Quarterly
Knowledge Organization: An International Journal
Library & Information Science Research: An International Journal
Libri: International Library Review
Microcomputers for Information Management: An International Journal
Restaurator: International Journal for the Preservation of Library
Serials Librarian: The International Scholarly Journal of Serials Management

SOURCE: Ulrich's International Periodical Directory, 1998

Table 2. Leading Journals in Library and Information Science

Bulletin of the Medical Library Association
College and Research Libraries
International Journal of Geographical Information Science
Journal of the American Medical Informatics Association
Journal of American Society for Information Society
Journal of Documentation
Library Quarterly
MIS Quarterly
Scientometrics
Telecommunications Policy

SOURCE: Institute for Scientific Information, JCR (1998).

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For example, ARIST would not be considered a periodical because it is published on an annual basis nor would Archivum because it is published every four years.

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A call for new dialog

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Abstract

From my personal experience, as a women, feminist, and professional librarian, I found that there is a deep gap between the UNESCO Manifesto for Public Libraries ideas and reality in public libraries, in Israel. With the new ways of thinking, feminism through its criticism can bring about changes in women's standing in Israeli society. Therefore it should be seen on the public library shelves to create a new awareness, as it is a trend that we can't ignore any more.

Paper

Literature reflects the imagined reality of its writer. However, it also has the power to give its readers new perspectives to light up their lives.

Books, through the stories they tell, are agents of knowledge, both formal and informal. The story itself is a literary or historical tool for transmitting and constructing the building blocks of cultural identity and even of national ethos. Even more so, story and narrative can be tools for constructing personal identities. Books can transport us to new regions, ideas, solutions and understanding of ourselves or of our fellow women. They can shed new light on various topics.

I can recall the experience of reading *"The Women's Room"*. The experience of birth described there shook me up. It reminded me of the birth of my first son

several months before. This book did what literature often has the power to do. It gives us a mirror of moments or experiences and forces us to look at them more closely, from inside out. New awareness rushes to consciousness and new insights are constructed.

Until then I had not understood just how painful the experience of birth and the attitudes of the staff in the delivery room had been for me. There had been moments when I'd felt neglected, moments when I'd been chastised for *"unworthy"* behavior. These moments resurfaced as I read with a great deal of difficulty. Yet it paved the way for my understanding that *"I am not alone"*. Other women had been there and experienced their first birth in similar ways.

I was flooded with anger. When I understood that it is a universal feminine experience, I realized the need to hear about and become familiar with the experiences of other women, and from that point I came to the awareness of its importance for feminine literature.

I base my appeal on the following changes and theories:

1. The change in the *"body of knowledge"* on and about women and their world, better known as women's and feminist awareness, and *"feminist epistemology"*.
2. The perception of women's knowledge and parallel personal development as presented in *"Women's Ways of Knowing"* (Belenky and others, 1986). The results of change in perception and development of women, as reflected on the bookshelves has led to the developing genre of women's literature from a feminist perspective in research, reportage and fiction.

My claims against the public library as it is currently reflected in Israel are based upon the gap that exists between what a library is called upon to do and how to fulfill its obligations.

1. by professional perception and the social function of a public library as declare by professional associations, as opposed to, in my opinion to the situation that exists in reality.
2. by law - The library is a service of the local municipality on behalf of the community.

The UNESCO Manifesto for Public Libraries states *"materials must reflect current trends and the evolution of society, as well as the memory of human endeavor and imagination"* (UNESCO Public Library Manifesto, Nov. 1994).

the library is called upon to serve it's public impartially by highlighting various new streams of development in society and by paying attention to populations that have been defined by their special needs such as children, the elderly, the disabled, prisoners and so on. To this list I would add on women.

The current perception of the task of the library and of librarians as per the American Library Association (ALA). They defines this task as one of *"social responsibility"* whose importance lies in providing individuals and groups with information on their rights and liabilities as citizens. With this information they can assess their niche in society and act on their individual interests or promote social affairs that will surface from their new knowledge. Only in light of this familiarity with the prevailing organizations of state, religion and municipal offices can citizens act on behalf of the development of services suited to the needs of the community.

Some of the tasks of the library in democratic society, as they have been described by the American Organization for Public Libraries - ALA - (Sever, 1990) and have been adopted by the Israeli Library Organization are:

The library must reflect a democratic vision of life. To do so, the library must promote groups from all sectors of the community.

The library must allow free approach to all library materials to the public, as per their interests. Librarians are forbidden to censure any material from the library on grounds of race, religion, or any pressure from the community.

The collected material must reflect all perspectives of contemporary dilemmas.

The Relevance in Israel -

According to the Central Office of Statistics and the Woman's Lobby, in Israel there is still a gap between men and women in many areas such as wages, work status, professions actually open to women, religious law enforced through Rabbinic courts that discriminate against women, the attitude towards women's health and so on (Kazin, 1999).

Israel, which is basically a society based on immigration, has absorbed people from 102 countries worldwide since it's inception. These immigrants come from differing cultures and different social orders. Not all the immigrants have been socially absorbed. There are many who, even today, continue the customs of their ethnic group, even if these are opposed to the laws of the State for example: forced marriage of minors.

It follows that even though the law may support women, often it is the social norm that prevails and it's meeting up with the law is yet a long way off.

Seemingly women in Israel live in a country that endorses equal rights for women. Women vote for the Parliament and for the local municipalities and have made strides in education, in sports, ect. Their status by law is quite advanced, even as compared with other countries. For example: In Israel, a woman who has given birth is entitled to a paid vacation and the couple can choose whether the man or the woman will make use of this privilege. There are laws concerning women's representation (one-third) in government boards of directors, forbidding sexual harassment and prejudice in the workplace based on gender.

However, many times the law in Israel has *"no teeth"* or even promotes the social norm that it was meant to replace. Norms change only after the public has discovered the benefit in the alternative or has been forced to agree with it. Often the norm develops from the altercation between society and the law.

And so many women live in *"normative"* frameworks that act against them and accept them. Such is often the case with violence in the family or prejudice in the workplace, etc.

Here are some statistics to strengthen my claim:

200,000 women in Israel are estimated to live with partners who beat them. The treatment of abusive men is relatively new on the Israeli scene. As of the 70's this phenomenon has come to be recognized as illegal and it has started to meet

with social opposition, However, the judicial system still retains its prejudice against women, as shown in the research of the Woman's Lobby in Israel (Kazin, 1999). The wage level of women, as per a review by the Central Bureau of Statistics (CBS) , is 30% lower than of men in the same profession and for the same level of education. These statistics are true for 1997 (ibid).

Few women reach senior positions, such as in management, although they make up 62% of the workforce in governmental agencies with most of them in low status jobs. This naturally has an impact on their wage level. Women make up only 2.4% of management positions as opposed to 7.3% men (ibid).

Women are seen in society as those responsible for the household and the rearing of children. They are exposed to a double message. On one hand they are expected to go out to work, to develop a career and supplement the family finances. On the other hand they are not given the necessary tools or the financial remuneration to make this possible.

In light of the situation of women in Israeli society and the lack of awareness of many of them to their rights, I find that many women need information, practical or theoretical on their status, and their rights. They need to know about the possibilities open to them and the organizations that can help and support them. I find that in so many cases they are cut off from sources of information and support.

This then, is where the library can act as a mediator between women and the large pools of information that have become available. There is much professional and technical information aside literary material. There is information regarding links and referrals to women's organizations and volunteer organizations working on behalf of women in the community. As they link up with these sources they will discover new possibilities, awareness, acquaintance with worlds near and far that will empower their lives.

Feminist Epistemology

In this section I will present the *"body of knowledge"* on women (feminist epistemology), as a topic that can no longer be ignored. In this very short review, via some of the most important landmarks in the development of feminist thought, mostly I would like to stress the importance of this wealth of knowledge to women as individuals and as members of society.

Epistemology is the way in which mankind perceives and knows itself, its human identity and place in society.

Feminists claim that traditional methods of becoming familiar with knowledge distanced women from the ability to be knowledgeable, or the agents of knowledge. In their opinion, the voice of science is a male voice. History has been written from a sovereign or upper class male perspective. Such is the case with other sciences as psychology, sociology and so on.

Harding stated: *"Feminists have argued that traditional epistemologies, whether intentionally or unintentionally, systematically exclude the possibility that women could be "knower" or agent of knowledge"* (Harding, 1986, p.3).

Simone de Beauvoir brought to our knowledge the recognition of the distorted situation of women. In the preface to her book *"The Second Sex"* she says, Thus humanity is male and man defined woman not in herself but as relative to him. She is not regarded as autonomous being. She is the incidental, the inessential

as opposed to the essential. He is the subject. He is the Absolute. She is the Other (de Beauvoir, 1989, pp. xxii). This was the first time that the problem of woman's definition had been presented in a scholarly and well-documented way to readers, both male and female.

With the second wave of feminism in the 60's and 70's many investigators began to deal with the knowledge and experience of women. They turned to varied topics in the academic world and proceeded to investigate the physical, economic and psychological circumstances of women. They also examined their inner worlds, their creations and their lives over the centuries and in present times.

Gilligan exposed the problem of the definition of psychological research that had become public knowledge in the twentieth century. She discovered that many famous scholars in the field of psychological research such as Piaget, Erikson and particularly Kohlberg based their findings on observation of boys. There was usually no representation for women or girls (Gilligan, 1995). She explained her research of women by saying: *"The goal I strive for is to reach a deeper and broader understanding of human development. This understanding is possible when the group, that until now has remained outside the theoretical framework of the pattern of human development, will be included and receive the attention that it has previously not received in the field of research"* (Gilligan, 1995, p. 11).

Women's Ways of Knowing

The results of this study (by Belenky et. al.) stress five major stages of development that are outstanding in women's lives.

1. *"Silence"*. This stage is typical of women who have suffered sexual exploitation or have been neglected by family or society.
2. Received Knowledge. This stage is very significant in a woman's development as it depends greatly on who her authority figure is. Often, by trust in an authority figure, a mistake in consciousness grows. When the authority figure disappoints or is seen to be unworthy there is recognition and a change from passivity to activity. The *"self"* begins to develop.
3. Procedural Knowledge. This stage is characterized by receiving information from formal sources. Women at this stage want to learn more and more. They analyze the details of each event and try to learn and understand in maximum depth. An important part of this stage is the understanding of the complexity of thought and the differing voices of themselves and their environment.
4. This stage divides into two. The first is the Separate Knowers and the other is the Connected Knowers. Those who are separate are defined as Anti-Subjective. They see each one's right to their own mistakes, as opposed to the Connected Knowers who believe that any knowledge can be constructed from experience and be different from the experience of others. They refrain from judgment and they tend to hear other's experience with a great deal of empathy.
5. This is the highest developmental level in which women count on themselves and their own experience. Moreover, they dare to set out on a new path; they listen to their inner voice that calls upon them to act in accordance with their own conscious and their own understanding. They are willing to listen to others and respect them and to respect themselves. At this stage women no longer need social recognition in order to pursue their *"inner voice"* and they dare to express it out loud.

In the closing chapter of this book a new way of teaching, in light of the findings on women, is presented. It is called Connected Teaching and represents a new way of thought in which the teacher distributes knowledge, as opposed to functioning as an authority figure who presents knowledge *"as it is"* that is irrefutable. It provides the place where she can bring her ideas and talk freely about them.

Empowerment - is the ultimate aim where all the former comes to fruition and the society is able to reshape and process changes. To quote Sadan: *"It is an important factor in the life of every person. Citizens who control their lives and are partners to decisions affecting their futures and their environment make an important contribution to democratic society as a whole"* (Sadan, 1997, p. 12).

It is well worth remembering that librarianship as a profession is only as good as the up-to-date service it renders. Staying abreast of development does not only refer to technological advances as is commonly thought. It also means renewing attitudes and approaches in keeping with social trends and the developments that stem from them (as stated in the UNESCO Manifesto).

Most feminist literature has been shoved aside into sub-topics within the major recognized ones.

Pritchard answers the challenge of changing attitudes by saying: *"Inter-disciplinarily, in women's studies or other innovative areas, requires changes in traditional collection developing, cataloging, automation and preservation, to meet the needs of scholars and the patterns of public information seeking"* (Pritchard, 1993, p. 5).

In some of the libraries I visited, in Israel, it was possible to find feminism by a search in key words. However, from my experience as a librarian serving a largely female population (90%), I can testify on the gap between younger customers up to the age of 30, and more mature who see the computer as a strange and threatening. In this situation, the use of keywords in the computer will be an inefficient tool and can even cause the seeker to back off from looking for the material she needs.

Many women no longer view themselves as they are viewed by library categorization and cataloging systems. It no longer authentically represents them as they are in real life outside the library. Presentation of the material in this way makes a significant statement about the status of woman in Israeli society.

A change of attitude of librarians towards feminism is needed. Whether it is in the scope of collections, the separate space awarded it on the shelves or the creation of a unique feminist section. All of these and receptivity toward the learning models presented under the title of Women's Ways of Knowing can contribute to the furthering of feminist issues and awareness of women to their own issues in the public library.

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The bibliometrics: penetration level in the university teaching of library science and its application in the librarian field in the countries of Mercosur.

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Abstract:

The incipient presence of the bibliometics in the university teaching field in the careers of library science of the Mercosur (constituent countries: Argentine, Brazil, Paraguay and Uruguay- invited countries Bolivia and Chile) is here mentioned as well as the almost null participation as specific subject in the careers above mentioned. It is important to denote that the circulation of specific bibliography of local authors mentioned in the catalogues of universities and libraries is relatively new and with a reduced number of authors. Taking into account the available documentation it is shown that the scientific research that applies the methodology and techniques of the bibliometrics is found in the field of biomedical libraries and it is scarce in the humanity libraries. In our country, if the tendency of these last years continues, as the use of computers and of processing word and calculation programs, the constant training and the network among libraries, the quantitative treatment of the information and documentation will be easier and the bibliometrics will be a basic instrument - but not the only one - to improve the efficiency in taking decisions for the acquisition of collections, identifications of users, analysis of human resources and valorization of financial resources, among other aspects. It is here concluded that besides of the teaching and application of the bibliometrics, it is important to develop wide and comprehensive database, normalized and indexed in Spanish and of easy access

through the new telematic technology. Otherwise, it is observed that the bibliometric investigations appear vitiated from their origin.

Paper

Introduction

Some aspects related to the development of the science in countries of MERCOSUR (Argentine, Brazil, Paraguay and Uruguay - and invited countries Bolivia and Chile) will be mentioned since they condition the application of the Bibliometrics and the diffusion through the university teaching. It is important to remember that this region of South America has a population of 200 millions inhabitants proportionally distributed in the territories of near 12 millions of square kilometers with Spanish speaking people (except Brazil whose language is the Portuguese and ethnical groups with their own languages). At the present time the MERCOSUR involves economic integration but it is expected the extension to educational-cultural areas. Serious problems arise from educational levels in the quantitative as well as in the qualitative aspects. The same occurs in the research and scientific development. It is necessary to understand the strategic educational value, the scientific research and the technological development. (1) The main problem for the development of science in our country has been the difficulty of relating the academic and the research entities to the concrete problems of the actual social life of each country, and at the same time to denote that there exists a great resistance for the development of the basic sciences as an elemental investment for the future development. (2) With the Democracy recovery during the 80's, an important advance appeared with the introduction of generalized reforms in the university plans and the incorporation of the teaching of social sciences to subjects as Logic, Methodology of Sciences, Statistics and Scientific thought, with a tendency to the mathematical models. Starting from the 90's, the world neoliberal tendency - paradoxically neoconservative- is providing new opportunities for the comprehension of the important points of social and administrative sciences associated to quantitative models and the efficient techniques in the development of plans and projects private as well as governmental. Within this context it is possible to visualize the obstacles and the opportunities for the development of methods and quantitative techniques for the general scientific analysis, included the library aspect and the information sciences in the MERCOSUR region. It is important to denote that the present information tries to approximate the bibliometric state to the countries of MERCOSUR.

The library science teaching and the bibliometrics.

In the teaching field of the library science, thirty three universities offer careers of university level, with a diversity of curricular subjects, career profiles and years of career duration denoting disparity to accompany the technological changes and the specific projection of the library in the communities. (3) At the present time, there exists a fluid relation among the responsible persons of the professional associations of librarians, of the academic responsible persons of the Library Science career who annually meet to debate about the problem to get a better integration. This will be surely exposed in IFLA Jerusalem.

During these meetings, the possible Curricula homogenization of the Librarian career in the countries of MERCOSUR is always treated, and also the search of formulas to adequate these academic regimes to the permanent dynamic of the so called information society. It is important to remember what was expressed by Morales Morejón (1995) who states that "The personnel of the information centers

and the libraries pertaining to the teaching staff of higher level, even, the teaching staff of university careers of Library Science and Information Science must play an active role in the "informetric" evaluation for the improvement of the programs of other professional specialties... This type of activity could give an overturn to the status quo on the professional personality and social recognition of the scientific information librarian for the contemporary society." (4)
Among the aspects analyzed in these meetings, it is denoted how to associate the Library Science of our countries to the science and the necessity of providing methodological instruments to the professionals of information sciences for the technical treatment of library information in general. Within this context, the bibliometrics appears as a relevant theme to consider and now it is included in seminars and in subjects corresponding to methodology of the scientific research in almost all the careers revised. Although, as it is implied from this work, only two university careers have the specific subject bibliometrics. It is included in the Bacharel career in library management of the Faculty of Library Management of the "Pontificia Universidade de Campinas", Brazil, and as one of the optional subjects in Licentiate in Library Science of the University of Uruguay Republic. Other of the subjects related with the theme is Quantitative Methods for the Information Sciences of the Licentiate in Library Science and Documentation of the National University of Córdoba, Argentine Republic, as well as in other universities of Brazil. The presence of the bibliometric thematic is considered important as for example in the Methodology of scientific research; "Metodologia de pesquisa em biblioteconomia", Selection and Library Statistics, and Study of user and development of the collections. (See annex with details):

Bibliometrics: brief historical reference

The presence of bibliometric models, methods and techniques in Latin America is considered important in the three last decades of XX Century. This is similar to what happened in Spain, for example, but it is true that there exists a notable delay with respect to the developed countries. This may be possible by the position of the professionals of traditional social sciences who have always distrusted of the quantification of some human and social activities; others who are confused with the use of the technical instrument with the proper methodology, or by the ones that idealize these methods and techniques pretending to obtain definite conclusions from aleatory data (5).
One of the first antecedents in my country, Argentine, is the mention of this term by José Domingo Buonocuore (1952) who define the "Bibliometrics" as "the technique to calculate the extension or measurement of the books taking into account several coefficients, format, letter type, amount of words, paper weight, etc. In the antiquity, the Greeks had devised a process to determine the extension of the manuscripts. This measurement was useful not only to avoid suppressions and interpolations in the text, but also to determine the price of the work and due payment to the copyist. This process was called stichometry" (6). In the actual use, after A. Pritchard stated the term bibliometrics in 1969 in the article of the Journal on Documentation, called Statistical bibliography on bibliometrics, a series of theoretical works begins to circulate together with applications of the model and the laws of S.C. Bradford (1934 and 1948) in Sources of Information on Specific Subjects. (7)
Likewise, as reference of the publications of the East, the contributions of A.I. Mijailov, A. I.Chernii and R.S. Guiliarevskii are influential in Foundations of the Computer Science with Russian-Cuban editions of 1968 and 1973. (8)
The article called: "Bibliografía estadística: uma reivindicação de prioridades", from Edson Nery da Fonseca (Brazilian) was one of the most important publications in the region with international acceptance. (9) There, the reaction against Pritchard by the creation of the term bibliometrics is evidenced, because it is pointed out the previous statements of E. Wyndham Hulme (1923), Poul Otlet

(1934), Victor Zoltowski (1955) and L.M. Raising (1962), and the other antecedents of F.D.J. Cole (1917), P.L. Gross (1927) and B.C. Vickery (1948). At the end of 60's, few literature about the theme existed in the countries of the region and in ninety per cent in a language different from Spanish. This is explained in an investigation carried out by Salvador Gorbea Portal, in the CUIB, of the Autonomous University of Mexico (UNAM) published with the title "El modelo matemático de Bradford: su aplicación a las revistas Latinoamericanas de las ciencias bibliotecológicas y de la información". According to this work, the highest production of literature about bibliometrics is related with the theoretical treatment or applications of the laws and Bradford models and in agreement with Gorbea Portal, in the MERCOSUR, Brazil is the country with "most of the publications about metric studies of information, theoretical as well as practical". (10). There exist several works as the one of Fonseca (not mentioned by Gorbea Portal), of M.Aymard (1980), of M.A.R. Quemel and others (1980), of L.V.R. Pinheiro (1983), of Maia and Maia (1984) and the Portuguese edition of the text of Ravichandra Rao, "Metodos quantitativos em Biblioteconomía e Ciencia de Informação" (1986) (11), two works of Eliana Coutinho (1988 and 1991) and one of Kira Tarapanoff (1995) (12). From Argentine, it is possible to mention to Pedro Falcato (1989) with "La ley de Bradford y sus aplicaciones (13)". Also, "El Diccionario enciclopédico de bibliometría, cienciometría e informetría (14), "Los análisis cuantitativos de la literatura científica y su validez para juzgar la producción latinoamericana (15), and other publications of the same author.

Model, method, laws and techniques widely known

According to what was exposed by Pritchard, Spinak states that "the bibliometrics is the application of mathematics and statistical methods to analyze the course of the written communication and the course of a discipline. In other words, it is the application of quantitative treatments to the properties of the written speech and its typical behaviours".
There exists a generalized coincidence with respect to the definition in its basic aspects. New explanations about the concepts of "Scientometrics", "Epistemometrics", "Informetrics", Bibliometrics, "Librometrics" and Statistics should be established.
Spinak considers that the "Scientometrics" surpass the bibliometrics techniques since it also examines the development of scientific techniques, its quantitative analyses consider to the science as a discipline or economic activity...The bibliometrics deals with the different measures of the literature, of the documents and other communication means, while the "Scientometrics" is related to the scientific productivity and utility" (9).
Another important concept that needs more clear concepts is the term bibliometrics with respect to library science, the "Science of Science" and the Information Science, pointing out the instrumental technical character that "provides necessary quantitative elements to organize and direct efficiently the libraries, as well as for the measurement and evaluation of its activity effect in the society by means of improvement of library and bibliographic activities. It supplies quantitative information for the integral qualitative analysis and consequently, it may improve the decisions in library aspects" (10). In summary, it could be added that bibliometrics is to the Library Science what the "Informetrics" is to the Information Science and what the "Scientometrics" is to the "Science of Science". Liliana M. Rivas (1984) considers that the "Informetrics" (Nacke 1979) is the most adequate term to shift the term "Bibliometrics" but she prefers the use of bibliometrics for the title of her work since "this term is the most widely used at present in the literature published and the nearest to the material of her work" .(11)

The Spanish LOPEZ LOPEZ (1996) sustain that the bibliometrics "is only a methodological instrument arising from the necessity of quantifying certain aspects

of the Science... One of the facets of the "Cienciometría" would be the Bibliometrics as the computation of several publication indicators produced by scientists. For Lopez Piñero (1972) the statistical and socio-metric analysis of scientific literature (the bibliometrics) comes from two sources: the first is called Science of the Science and is fundamentally theoretical. Taking into account Pritchard definitions (1969) and the ones of Carpintero and Tortosa (1990), bibliometrics is referred to "quantitative studies of several aspects of scientific-technical literature. This is the use more accepted among authors. However, the methods may be used for quantification of literature not only scientific-technical literature". (12)
In the MERCOSUR region the laws more cited, analyzed, evaluated and criticized in the theoretical documents consulted are the laws of Bradford, of Lokta, of Zipf and the Price norms. This is in agreement with the Ravichandra Rao opinion who considers that among bibliometric studies, the following may be considered as the most significant ones: The dispersion law (Bradford), the inverse square law of scientific productivity (Lokta), the law of minimum effort (Zipft), algorithmic models and process of the accumulative advantage (Price). This evolution and treatment of the Bibliometrics is also verified in the region when searching for explanation about the aspects that correspond to the theory level and consequently, to mathematical models; or when it is possible to say "laws" of bibliometrics referring to the mentioned ones. (13). This theme treated by Latin American researchers, turns to be ambiguous in practice when referring to models, methods and "metric" techniques concerning to library science and information sciences and it is tacitly accepted to use law concepts in a weak sense referring to regularities observed by the mentioned authors in the quantitative treatment of the information.

Database and consulted articles

The most important problem of all Latin American researchers is the lack of complete, reliable, normalized, indexed information sources, of easy access and involving the total production of last years in the field of information and library science. The few references are partial and heterogeneous by the number of libraries and documentation centers, infrastructure and equipment available, services and support, human resources and training, database and catalogues, statistics, etc. This obliges the researches to use partial documentation trying to find any other to complete the documentation but, unluckily there exists lack of documentation to provide information.
Bibliometric studies based on the analysis of references show a large tradition in pure and applied sciences but this is not the case for social or humanity sciences. (21) Database have information in English language (90%) with a small number of bibliography in Spanish. For example, Science Citation Index (SCI), Social Science Citation Index (SSCI) and Art and Humanities Citation Index (A&HCI), from Institute for Scientific Information (ISI) of Philadelphia, USA and since 1973 the French database PASCAL that has the characteristic of performing the index according to keywords. (22) For this reason it is essential to have complete database with the productions of all researchers and at the same time to have an Index with periodic normalized publications including scientific journals and articles of MERCOSUR.
The selection of journals to be indexed, database design, generation of indicators and the selection of computer platform as for example Access to Microsoft for data processing is an obliged way to follow and it is not always manipulated in a clear form for the underdeveloped countries. For this reason it is valid to focus the attention in output indicators of the science, in our region design and apply relative or multidimensional indicators. (23)
These have been the more difficult points to solve up to the moment. For this reason, all researches and bibliometric studies of the region present here its weak point. The most important database of periodic publications in Spanish via Internet

is INFOBILA from CUIB of Autonomous University of Mexico (UNAM). The database INFOBILA starts as project in 1985 and is consolidated as system in 1986. It compiles the scientific production of library science, files and information science related to Latin America" (Gorbea Portal, 1995). However, it has not the references cited by the authors as in most of the bibliographic database. INFOBILA is an obliged starting point to see the whole of periodic publications on libraries of Latin America despite the lacks of the ambitious project and the different degree of compromise of the different countries of the region. (24) Among the 10.000 records found until May 2000, 150 include the theme Bibliometrics. More than thirty correspond to production of MERCOSUR region. To the INFOBILA records, other records of bibliographic data of public and university libraries and of the region were incorporated in INTERNET; from Bibliographic Database UNIRED 2000 in CD Rom from the Documentation Center of the Ministry of Economy and Works and Public Services and from the National University of General Sarmiento, from the database of the Association of Graduated Librarians of Argentine Republic (AGBRA), from the Argentine Center of Technological and Scientific Information (CAICYT) of the CONICET.[1]*

The effort to join the largest amount of information available about journals, monographs, and encyclopedias of this theme in the region was positive. Unfortunately, it was not possible to obtain any information from Uruguay where probably there exists information since Bibliometrics is taught as a specific subject. In this way, these are the records of heterogeneous sampling performed during the first semester of 2000. They will show what happens with this specific theme to obtain answers to many questions of the library science in the region.

Five cases as evidence of the application of bibliometric techniques

A series of works circulate in the visible literature of MERCOSUR showing the application of quantitative bibliometric techniques during last years. Five examples of works of Argentine, Brazilian and Chilean researchers performed during 80's and 90's are shown.

RIVAS, Liliana M., Técnicas bibliométricas: selección y evaluación de publicaciones periódicas para bibliotecas y bases de datos biomédicas especializadas, Bibliotecología y documentación, 6(6/12), pp41-81, 1984.

A technique is exposed to select journals of a specialized library and for the selection of the main titles to be included in a database. Bibliometric criteria is applied to help in the acquisition of periodic publications. The method is adequate to use as well to evaluate collections of libraries of institutes of bibliometric investigation which at the same time produce and use documents. The librarian may have this techniques as an instrument to solve problems related with the budget reduction of libraries, and he himself may be able to take decisions.

GOMEZ FUENTES, Héctor y YUSTA MANTEROLA, Sara, Las revistas de química: su uso en una institución de educación superior, Santiago, Chile, Revista Chilena de Educación Química Vol. 13 N° 2 (diciembre), 1988

An analysis and evaluation of references of periodic publications, journals of chemistry and thesis is made. The use of bibliometric techniques is applied for the development of collections. (Source: INFOBILA, CUIB- UNAM)

OBERHOFER, Cecilia Malizia A. Valor da informação: percepsão versus cuantifição Brasil, Ciencia da Informação Vol. 20 N°2 (jul/dic) 1991, p. 119-129.

Thesis (Doctoral) summary Escola de Comunicaçãos e Arte. Universidade de São Paulo 1989. The information is used with relation to a primary literature of a specialty with base on disuse. The syndrome object-content-use was used as starting point for the conceptual distinction between the disuse of the content (information) and the object (document). It is argued that the use of quantitative indicators based only on the object constitute an inadequate measure on the validity and utility of the information This argument is based on the hypothesis that the disuse of the object differs from the content obsolescence. The result confirmed the hypothesis at an adequate level of theoretical perception of the phenomenon and also at statistical level it was demonstrated that the validity and utility of the information is independent of the document idea where it is published. Conclusions include the pointing out of future methodological investigations and mark the necessity of focussing the information as object of the area of information science. (Source: INFOBILA-CUIB-UNAM).

PITELLA, Mónica Cardoso, Anàlise da citação dos periodicos brasileiro de biblioteconomia 1972-1982. Revista da Escola de Biblioteconomia da UFMG. Bello Horizonte, v. 2, n.2, p 191-217 jul/dez., 1991.

An analysis of citation - mode of bibliometric study - is made to know the Brazilian literature about library management from four examinations: "Ciencia de la Información", "Revista de Brasilia" and "Revista Brasilera de Biblioteconomía y Documentación". For this, the following was studied: bibliographic form, language, age, geographical origin of references, newspapers most cited, unique and multiple responsibility, self-citation and more productive authors. Results of the citation distribution revealed, according to the bibliographic form, that the periodic publications and the books were the most cited forms. Coincidence existed among newspapers titles, most cited newspaper titles and low frequency of self-citations of authors (2.6%). The high frequency of reciprocal citations was verified among periodic publications analyzed, mainly: "Ciencia de la Información" (72.25%) and "Revista de Biblioteconomía de la UFMG " (54%). (Source: Tarapanoff, 1995, pp. 99-100).

COUTINHO, Eliana. Aplicação da lei de Bradford a literatura tecnica sobre ferrovia: analise de periodicos e evaliação da base de datos da rede ferroviaria federal S.A., Ciencia da Informação Vol. 20 N°2 (Jul/Dez) Brasil, 1991, p. 160-180.

[1]I am specially grateful to the authorities of AGBRA, CAICYT and to the staff of Careers of Universities for the information provided and their advice on this theme.

Synthesis of the thesis to obtain the graduation as teacher in Information Sciences. Application of Bradford law to the secondary source, product of the database of the "Red Ferroviaria Nacional S.A.". The periodic publications were analyzed according to the origin and language of the country pointing out the elements that may affect the law application. Evaluation of the database according to the articles about railways. (Source: INFOBILA-CUIB-UNAM).

Conclusions

The use of quantitative techniques of information analysis, documentation and information support is sporadic as a consequence of a real situation of underdeveloped countries where the tendency to minimize the data quantification is generalized and there exists a certain indifference for the conservation and diffusion of social information. The main obstacle seems to be the lack of

important database, the absence of plans in front of proliferation of partial database from the facilities provided by the platforms of computer and telematic technology and the scarce familiarity of the specialists accustomed only to use printed indexes of their specialties. However, the science and techniques of "metrics", although in incipient way, are beginning to be incorporated as obligatory subjects in university careers and in the field of scientific research as support instrument for the libraries, for evaluation in the centers of science development, for selection of publications of fixation of public politics and for the management strategy. Some recommendations: to create cooperative consortia among institutions to develop networks of database with regional content; to design and develop database of social sciences indexed by international norms of bibliography, periodic publications and institutions of the MERCOSUR region; to promote the insertion of specific subjects "cienciometrics" in the university careers of library science and information sciences of the region; to foment the domains of the bibliometric studies for the analysis of the institutions and the services of the region; and to encourage the use and application of the bibliometrics as instrument for the analysis of publications.

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The Influence of the Electronic Library on Library Management
A technological university library experience

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Abstract

The electronic library is growing fast in parallel to the traditional library. The high rate of growth is dictated by factors outside the library. Library's administration is under a lot of pressure to achieve goals much faster than planned, to adopt new technologies, to compete with others in the groundplay of the information world and to be able to lead in this area. This process adds an enormous burden on library staff and budget.

The library should check and update its strategic plan and change priorities frequently. As a result, the workflow should be changed and librarians should adopt new and additional duties. This is a dynamic process that require constant re-examination.The organization of electronic databases and e-journals, the migrating to new integrated library systems, the link between the print and electronic collections, the new type of reader' help and guidance, the growing of web-based university-teaching materials are affecting library management today. The library is facing new realities and must deal with them.

The old hierarchy and departmental division is not always applicable. Special workgroups and special assignments can be the answer. Also, employees can become part of the new mission on the basis of their specific knowledge and enthusiasm. Vision, leadership and a new organizational culture which is based on proffessional achievements and pride are needed to motivate people to take

part and to invest more and more in additional goals.

In the electronic library era, new duties can grow such that a new job or a new department is created. Sometimes a major administrative change in needed in library systems where there is more than one library in the institution.

Library management at present and in the coming years needs a different approach in which flexibility, team work and enthusiasm are the keywords.

Paper

The reorganization of the library in order to adopt new techniques and to incorporate the electronic library is sometimes called re-engineering. This term expresses the feeling of a revolutionary era, changes in attitudes, entrance to new technological areas and building a new library system, based on virtual collections. However, unlike the original definition of re-engineering, which means that the new system replaces the old one, the traditional library is not abandoned or neglected, but is continuing to develop side by side with the electronic library. The library continues to purchase and catalog books and to give services to readers who personally visit the library. The combination of both the traditional and the electronic services is called today the hybrid library.

Manpower and the electronic library

The new tasks are not equally divided according to the old scheme and the additional workload for developing and maintaining the electronic library does not always fit into the existing order. Some tasks are related to the traditional library departments and some are new. In general, the electronic library is adding many additional duties on the present team.

Licensing electronic journals is strongly connected to the serials department, but it is a labour intensive and time-consuming job. Linking the electronic journals to the library homepage is a new task that nobody did before. Readers services are given today not only personally, but also by electronic means. This includes technical support in addition to the bibliographic services. New databases and e-journal collections must be checked constantly by the librarians as to their contents, format and method of linking. This is a wearisome task. It is followed by preparing written explanations and messages to the readers regarding new services, and giving group instructions on how to use the electronic library. In fact, developing and maintaining the library homepage which becomes the heart of bibliographic work, requires a lot of effort in planning, writing texts, and technical work. Working in a state of continual change means dealing constantly with new missions, new technologies, new partners to compete with and constant pressure to proceed and not to be left behind. Changing library priorities and strategic planning is one thing, performing all duties with the same team becomes the problem.

Administratively many libraries are still organized according to the old system, which is based on traditional departments such as acquisitions, cataloging, serials, etc. Employees feel secure within this administrative framework since many of them have a tenure status and other privileges. Duties and hierarchy are usually well defined in this system.

It is difficult to change the old hierarchy and duties and it is not desirable to do

so unless it is necessary. There is a strong justification for the traditional library organization, but a flexible and dynamic solution is needed for the areas that are affected by the constant change. Here, what is suitable today may not be appropriate tomorrow. Libraries do not yet have enough experience to define and measure all new tasks related to electronic library duties. Some new duties may develop into a new department and some may vanish after a while when a special task is completed. Therefore, only a different approach will enable the library to cope with the new duties without dramatically changing the administrative manpower organization of the library. The solution should not be a part of the old hierarchy, but it can be an addition to it. The library can create a parallel scheme in which librarians should be treated on an individual basis rather than according to their place and duties in the traditional hierarchy. Special tasks can be given as personal assignments to people with qualifications, ability and enthusiasm to do more and to take part in the new and advanced developments. It appears that responsibility for a mission in the area of the electronic library is a reward in itself because of the professional interest, the esteem of the library's management and the personal pride of achievement.

The prerequisite to such an approach is an appropriate organizational surrounding with new values. The creation of the correct culture demands investing efforts in employees' education, learning new techniques and constant updating. Most libraries do not get enough additional manpower, if at all, to compete with new duties related to the electronic library. When they get additional manpower it is invested first of all in technical duties that require skilled engineers etc. Most of the work required for the transition into the electronic library areas is done by the existing library team. The computer or the PC with its basic software is an essential tool, and librarians should improve their ability to use it constantly. The combination of experienced librarians well trained in modern technology, with personal responsibility to individual or team missions is the key to success and progress.

The Technion-Israel Institute of Technology is a technological university and a research institution located in Haifa, Israel. It has a central library and twenty departmental libraries, operating as one bibliographic unit. The electronic library is being developed and maintained by the Central Library for the whole campus. At the Central Library senior librarians voluntarily took personal responsibilities that were not in their areas: The head of book cataloging department is linking e-journals to the library homepage, the head of book acquisitions department does preparation for licensing e-journals, The heads of reader services, cataloging and acquisitions serve as the library homepage editorial team, The information specialist classifies e-journals, the reference librarians take part in various tasks regarding the development of the electronic library. Even the secretary is involved in updating information related to electronic items.

It was not planned so, but developed as a result of a continuous process which began with raising problems, discussing them with the library senior staff and trying to find practical solutions with the present manpower. The discussions included topics such as: problems related to improving the homepage and the electronic services to the departmental libraries, cataloging e-journals, the linkage between the library catalog and the library homepage, technical problems related to the library integrated system, to local databases and more. Many issues were solved in a creative and efficient way; some are still not solved. Also, some mistakes were done and corrected as a part of this process. The most important outcome was the sense of partnership and shared responsibility of the senior team and the feelings of shared success and professional pride.

Librarians at all levels are encouraged to participate in courses that improve their computer capabilities. Such courses are organized for librarians, sometimes together with other Technion employees, in cooperation with the Technion manpower division. In-house lectures on special technical subjects are given from time to time to the librarians by the technical staff of the Central Library.

The library as a leader

Libraries' management already know that they must adjust themselves to a situation of constant change. The pace of development is influenced strongly by factors outside the library: many new databases and new e-journals are offered frequently in the market, sometimes in more than one interface and much research is required before reaching a decision regarding new products. There are long periods of preparation for the implementation of a new version or a new library integrated system and then it takes time to absorb it. Library hardware should be updated as a result of technology advancement, new web-based university teaching materials should be accessed and combined in the virtual library, and user education is required on a larger scale and in various forms.

Library directors are also under a lot of pressure to achieve goals much faster in order to compete with others in the playground of the information world. Electronic information management has become prestigious, and in order to lead in this area the library should take initiatives and enter into new projects if they are related to its services. The library became a specialist in networked information, mainly in giving diverse unified services to all the users of the campus network. However, today there is much more knowledge and professional ability in the libraries to control the faster pace of development and to direct it according to their needs. Many libraries have already proved their competence in dealing with new technologies and with the virtual or electronic library. Libraries can act today from a standpoint of power rather than be dictated to by others. Today, the status of the university library is higher at the university and in the eyes of the information vendors. As a result the library can influence much more on its development's pace and directions. Of course, such a status is acquired by investing much continuous work, thoughts and planning and by making mistakes and correcting them.

Many libraries have reached a position of leadership. Leadership means more chances to proceed towards future goals as the library sees it. The library should make all efforts to keep this position by using vision as an administrative tool. This means encouraging new initiatives and ideas brought up by the library staff, and trying to create the future, instead of being led by others.

These opportunities are available now as a result of the electronic library development, and on the basis of the university libraries achievements till now. Not only has librarianship changed itself into a modern profession on the cutting edge of technology, but libraries have used their traditional cooperation to create powerful consortia. Universities' management cannot ignore the impact of change brought by the libraries to the academic community. Libraries are now experts in networked information, and as a result they can influence on other related areas.

At the Technion, it was decided to change the technological approach towards video taped basic courses. The courses are available now on video-cassettes which can be watched via stand-alone television stations in the audio-visual library. It was decided to move to DVD technology and link the information to the campus network using a special server. The Central library was asked by the Technion management to take responsibility for marketing the audio-visual

collection in its new form. The filmed lectures will be available on the campus network via the library homepage.

The Central Library is also using its influence to convince the appropriate Technion authorities that a uniform set of rules is needed when putting teaching materials on the web. The practical experience gathered by watching the pattern of use at the library computer-cluster serves as a tool for identifying additional needs of students other than the traditional bibliographic requirements. The electronic library cannot be separated from a wide range of other aspects related to teaching.

The library should always be aware of future developments and be part of them. By ignoring them the library may lose the new developments to competitors within the institution.

Centralization versus decentralization

The old debate between centralization and decentralization is now definitely weighted in the favour of centralization. In the age of virtual information there is no meaning to the physical location of the information, but there are great advantages, financial and bibliographic to unifying and incorporating distributed systems.

Libraries need stronger power to succeed in their negotiations with the vendors of electronic information. Sometimes the vendors themselves prefer to sell e-information to larger bodies. The re-birth of consortia in its modern frame is a direct result of this process.

The problem of decentralization is usually an institutional problem. While libraries are ready to cooperate on a national or regional level, they find it much difficult to do so on an institutional level. Cooperation in the electronic area means much more than inter-library loan and coordination of acquisitions. It sometimes means loosing independence. Progress depends much more on centralization than on cooperation. However, cooperation is a positive tool to achieve centralization. In a distributed university library system, electronic databases and e-journals should be purchased only once and placed on the university network with access for all readers. In reality efficiency is not the only motive, prestige counts too and departmental librarians would not give it easily up. A major issue is who controls the library homepage and other centralized computerized bibliographic systems in a decentralized university library system. Voluntary cooperation among libraries in the campus can solve only part of the conflict. An official centralized management of the electronic library can ensure that the financial investments involved in developing the electronic library will be used efficiently to the benefit of all university users.

At the Technion, for example, there are 20 departmental libraries. There is a long tradition of cooperation among the libraries, and the technical services (acquisitions, budget control, cataloging, classification, inter-library loan) are centralized. Cooperation worked well for a long period. The Central Library took leadership in computerizing the traditional services of all the Technion libraries. The departmental librarians understood the benefits of the computerized system, added their local demands and as a result all the Technion libraries have one computerized catalog and one readers file. As readers services were based mainly on the paper editions, the departmental libraries enjoyed the prestige of giving an important service to their readers.

At the beginning of the nineties stand-alone databases on CD-Rom were

introduced to some libraries. Networking was next stage. The Central Library took the initiative and leadership and put the major databases on the campus network.

Networked CD's were not the desired solution for the campus network. CD's can be accessed by PC's only via the campus Novell network. There were problems with other types of computers. In the mid-nineties when Internet technology was made available, the Central Library decided to use it as the backbone of its bibliographic services. The library homepage was created and databases were linked to it using an IP number for identification with no need for ID or PW. All Technion computers could reach the services via the campus network. When e-journals started to appear, the Central Library did not allow any private arrangement between a departmental library and the vendors. The Central Library made the licensing arrangements for the entire Technion and linked the journals to the central homepage. Links were made between the homepage and the central catalog. Attempts were made by departmental libraries to develop independent homepages. The Central Library encouraged them for local faculty purposes, but not as parallel systems. The departmental libraries' homepages are linked to the main library homepage which is a part of the Technion homepage and represents the complete electronic library.

In order to prevent decentralization of the electronic collections, and to ensure that the electronic library will serve all campus users, the Central Library has been officially appointed to manage the electronic library. Most e-journals and bibliographic databases are paid from the Central Library's budget. The Central Library represents the Technion in the Israeli University Libraries Consortium.

Technical support in the library.

The volume and level of computerization in modern university libraries together with the library's responsibility for services via the campus network, dictates a more independent approach to the area of technical support. Relying on outside technical assistance or on the university computer center services is partial solution. Although the situation is different in various institutions, the trend is towards more independence of libraries in maintaining their networked information services. In fact university libraries serve as the technical centers of the electronic library.

A university library today has a large number of workstations. At the Technion libraries there are 300 workstations and the number is growing. Most or all staff members are working with PC's and the readers' services are also based on them. Advanced libraries have created computer clusters for readers' use. Maintaining and upgrading such a large amount of equipment is demanding constant work. In addition, there are in the libraries servers and communication equipment. The servers located at the library are related to library information systems or sometimes to the integrated library system. At the Technion Central Library there are five servers for different purposes related to local databases, the library homepage and for backup. The library's computer which is used for "Aleph" integrated library system is located at the computer center because of historical reasons. In order to operate all the systems efficiently, the library should have its own technical staff: an engineer or a technician. The library staff needs an immediate address when faced with a technical problems, and library problems are first priority for the library engineer.

The communication issue is a most important one. Library services are based on the campus network, which is usually maintained and developed by the university computer center. The connection between the university library and

the university computer center is based first of all on network definitions and network activities. At the Technion the library proxy which is the gateway to remote databases and e-journals is maintained by the computer center. Continual coordination is necessary and should be done by a professional person from the library side.

Besides the equipment and communications mentioned above, the library maintains a large homepage, gives technical help to departmental libraries, assists network users, develops software solutions for problems not solved in the library integrated system and more.

In large decentralized library systems like that at the Technion, a continual dialog is needed between the Central Library technical staff and faculty engineers in regard to problems related to the departmental library equipment.

In the past, the library relied much more on the computer center services and one or two experienced librarians served as coordinators. Later when the level of computerization in libraries progresses, the lack of enough technical knowledge became a barrier for further development. The Internet opened new possibilities, staff members acquired more knowledge and techniques. In order to widen the library networked services and invest budget in it, the level of technical maintenance must be assured.

The need for an engineering department in the library is a result of the development of the electronic library. This need is much more defined than other new tasks resulting from the electronic library. Once the library hires its own engineer, a wider range of opportunities are opened for improving electronic services. The librarians can rely upon a higher level of technical solutions. As the development of library computerized services continues there is a demand to solve more technical problems. In larger library systems, one person is not enough and gradually more staff is hired to its engineering department.

Future possible changes

The changes in library management and manpower organization are highly affected by the development of the electronic library. It is difficult to predict the character and pace of change of the electronic library, but these factors will determine the future of the library organization.

As a result of the present achievements of the electronic library, the interlibrary and document delivery department already requires less manpower as more material is available via the network to the end-user. On the other hand, the serials department maintains two parallel systems, the print and the electronic. When electronic versions will totally replace the paper editions, a considerable workload will be reduced in the serials department, but online access to the back volumes is still a major unsolved problem.

The vision of a library with very few librarians does not seem realistic. The library will still need its professional staff, but they should be prepared to move from one field to the other, or to incorporate additional duties frequently. Higher qualifications and constant updating are essential for efficient work in the future library.

Electronic information is not less expensive than the printed information. To the contrary, larger investments are needed. Libraries realize the benefit of cooperation and the number of consortia is growing.

The electronic library is becoming more and more a part of the virtual campus, and is being integrated with virtual instruction.

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Towards the hybrid library: developments in UK higher education

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Abstract

The real world in which information professionals struggle to provide high quality services is not the simple world of most so-called "digital library" services, but rather is characterised by complexity and diversity in almost all aspects of the information access chain. Dealing with diversity is the real problem for providers interested in offering quality services, and for users seeking to access relevant sources to answer their information problems.

This paper outlines the efforts of the UK Joint Information Systems Committee (JISC) to help UK Higher Education Institutions deal with this growing diversity of information resources. These efforts are based on two strands: the Electronic Libraries Program and the development of the JISC Collections. These strands are now coming together as JISC concentrates on developing a Distributed National Electronic Resource (DNER), and encourages organisations to harmonise and facilitate access to this and a plethora of other resources, digital and conventional, through the model of the Hybrid Library.

This paper contains material presented at the VALA Conference in Melbourne Australia, in February 2000.

Paper

Introduction

The term "Hybrid Library" conjures up an image of some triumph of Genetic Engineering; part bookhouse, part scorpion, with a dash of eye of newt. To continue the metaphor, it describes a specie of library adaptive to today's increasingly complex and turbulent information environment. The term is not necessarily synonymous with Organizational Convergence, since it describes a process of service provision, rather than administrative structure. Less elegant perhaps than its US equivalent the "Gateway Library", it nevertheless conveys a Janus-headed service driven by a recognition that despite the burgeoning of the internet and digital publication, the vast majority of useful information resources in academic libraries are and will remain print based. The Hybrid Library, by exploiting both access and storage, Clicks and Mortar, seeks to provide the end-user with, in Ian Winkworth's phrase, "a managed blend of traditional and electronic resources".

Follett report

The development of Hybrid Libraries in the UK had a somewhat unlikely start. The abolition in 1992 of the "binary divide" between the older universities and the polytechnics approximately doubled the number of universities. Library provision in the former polytechnics had been chronically under-funded, and there was serious concern at the potential impact of having to upgrade all these libraries to "research quality".

This issue was the genesis for the Joint Funding Councils' Libraries Review Group, which in November 1993 produced its findings in the "Follett report", as it is colloquially referred to after the Chair of the Committee, Prof. Sir Brian Follett. This Report was one of the most influential of recent years, if measured by the amount of spending on its recommendations. Chapter 7 of the Report related to the use of IT to alleviate library problems. The implementation of this part of the Report was delegated to the HE Funding Councils' Joint Information Systems Committee (JISC), with a budget of £15 million over 3 years. Within JISC, this implementation was handed to a newly created sub-committee, the Follett Implementation Group for IT, with the splendid acronym of FIGIT.

eLib Phases 1 and 2

FIGIT's response to the agenda laid out in Chapter 7 of the Follett report was to call for proposals for what became the Electronic Libraries Program, or eLib. Two calls were made, and the resulting Phases 1 and 2 of eLib comprised almost 60 projects http://www.ukoln.ac.uk/services/elib/

It is impossible to sum up the results of 60 projects in a few sentences, but a few points are worth noting here in view of later developments:

- A low technology, distributed document delivery co-operative was set up (LAMBDA), providing both price and performance competition with British Library's Document Supply Centre, without however challenging the latter's entrenched position. Our ambitions for user-initiated document delivery remain un-realised as yet due to a variety of factors including delays in software delivery.

- Non-destructive digitisation is extremely expensive, particularly for older material (especially pre-19th century). It is not easy to justify on space-saving grounds, although it can be eminently justifiable in terms of accessibility. Copyright

material, particularly when including many pictorial images, remains a serious problem.

- Providing extracts of key texts on demand in print or especially electronic form is a valuable support for learners. Publishers began to understand and even accept this practice, and some economic factors are better understood. However, without support in copyright law for fair use in this area, copyright clearance and then digitisation activities (especially when OCR is used to convert to text, because of the proof-reading overhead) introduced such delays into a time-critical process, that the system is unlikely to work for institutions acting alone.

- The change towards producing parallel print and digital versions of journals *increases* costs in the short term. While new journals with no print equivalent can be created, those which make full and effective use of the new medium (eg *Internet Archaeology*) are also very expensive. Meanwhile the economic models for freely accessible electronic journals remain unclear, while the technology for subscription-based electronic journals is much more intrusive than in the print world.

- Librarians respond extremely positively to the pressure for change, driven by a strong service ethic. Some academics also grasp the opportunities for change, but careful co-ordination with the academic cycle is essential (and often difficult to achieve). Many academics do not have the time to experiment in their use of technological change. Some academics are distinctly techno-phobic, at least in their teaching practice. Cultural change by retirement may be an important factor!

- Dissemination is therefore a major issue, and one that is too often insufficiently stressed. If the goals of a program include cultural change in a community, it is not enough to report on results via web pages, conference papers or journal articles. There needs to be a sustained dissemination program.

The comments above are reflections of the current authors, rather than the results of the independent summative evaluation of eLib recently completed. Though they appear somewhat negative, we believe the program had enormous impact in changing the direction of library provision towards the digital domain, including:

- A sea-change in attitudes in and towards the LIS community.

- A change in direction for JISC from being a network provider with a bit of information to a realisation that it is committed to the information enabling business.

eLib phase 3 and the Hybrid Library

When contemplating what should come after the first 2 phases of eLib, it was time to think beyond the bounds of the Follett report. Phase 3 was concerned with converting successful Elib projects into self-sustaining services, building a distributed national union catalogue, working towards a national policy for digital preservation, and in particular, exploring the feasibility of the Hybrid Library. As explained above, the motivation behind the hybrid library program area was a need to cope with diversity. Diversity is a major problem as real libraries struggle to come to grips with the digital information world:

- Results from eLib Phase 1/2 projects, and from other programs internationally, were extremely varied, but there had been little study of the impacts of bringing in several of these technologies to play in real library environments.

- As a corollary to the above, many "digital library" projects (especially those from the US National Science Foundation's Digital Libraries Initiative) had been expressed in terms quite independent from real library environments. Digital Library projects often appear to be "single topic" services without the needed breadth. We felt libraries had a continuing value in HEIs, whether or not the domain was print or digital. In particular, libraries have roles in selection, presentation and mediation of resources, although they deal with them in very format-specific ways. So diversity already exists within the library; one view of the library is as imposer of order on diversity. Even for existing or legacy digital material, mostly CD-ROMs and bibliographic or full-text datasets, the interfaces which are offered are extremely varied, not to say idiosyncratic; specialisation and differentiation of interfaces have occurred as vendor marketing tools. The result is a hodgepodge of different approaches which the would-be user of information must navigate. In truth these different approaches are barriers to the user; they are sustainable only while there are small numbers of digital resources but will not be as these numbers increase.

The idea of the hybrid library program area developed from these and related thoughts. As is usual, the final program to emerge from the proposals presented in response to the call may not have explored these areas as deeply in some areas as we would have liked. Nevertheless the program outlined below is producing some very interesting results, which indicate that much can be achieved with some careful thought and modest investment.

Agora

Agora is working with a commercial vendor to develop a standards-based broker system (based on a 3-tier architecture with thin, web-based client, intelligent brokers based around library policies, and distributed resource providers) suitable for hybrid library use. The architecture is based on the MODELS Information Architecture (Gardner, Miller and Russell). The broker aims to provide levels of integration across diverse data sets mainly through the use of Z39.50, and expects to integrate more than 40 Z39.50-based resources. This project has been adversely affected by difficulties experienced by their commercial partner.

Agora supports the aggregation of resources in groups called "information landscapes" which can then be searched. The same idea appears again in HeadLine, below, and Agora has worked with other Phase 3 projects to develop collection level descriptions (Brack), to help define the information landscape. Agora provides a complete process for the user from discovery of a collection through to a document request and delivery.

BUILDER

BUILDER is working in an institutional context, and aims to exploit all the synergies possible in the institutional resources available to them, to deliver innovative services.

Although BUILDER appears to have focused on products, this is because of its belief that demonstration is better than explanation. Their cycle could be described as "think far, build near, try out and evaluate." Much of this work has centred on toolkits for their particular local environment: Talis for the library management system, and IIS with SiteServer for the web server. These tools are linked together in clever ways to produce a whole variety of demonstrator products which can be viewed on their web site.

Probably the most popular service is the exam paper service, which has been formally evaluated (Dalton and Nankivell). It was initially restricted to on-campus access for legal reasons, but this year being extended off campus with added authentication. To this

end they have explored authentication approaches linked to their Novell LAN and also to their particular OPAC's borrower identification system. They have also looked at the integration of electronic journals, and of local and remotely digitised resources. They have run a pilot electronic short loan system involving over 60 documents including 4 complete books; once again this has been formally evaluated (Dalton and Nankivell).

HeadLine

"The information landscape" is a term used to refer to the set of information resources of interest at any one time to a user. HeadLine is particularly concerned with tailoring information landscapes. To this end HeadLine is constructing an interface based around a *Personal Information Environment* (PIE) which allows groups of users to be presented with initial views from their teachers but subsequently to adapt these to suit their own needs. Authentication and authorisation are critical for this work, as are links to MIS systems so that the initial requirements of students can be assessed automatically. Building these links has been found to be considerably more complex than was expected.

The project has also completed a significant analysis of library information service enquiries, and has prototyped a system called SHERLOC to help users find documents on the physical shelves (*Shelfmark & Resource Locator*). They are investigating a document delivery service between the partner sites, of the kind useful to a multi-campus institution.

HYLIFE

HYLIFE is interesting in demonstrating the wide variety of solutions which may be appropriate for different groups of users. It is our most "geographically challenged" project, including Plymouth in the south and the University of the Highlands and Islands Project in the far north, with several partners in between. Some aspects of the project are already being brought into service at the University of Northumbria at Newcastle.

Interesting findings from HYLIFE include evidence that students view information retrieved electronically as intrinsically more valid than print sources. Given widespread concern in the LIS community at the difficulty in distinguishing garbage from good digital information, this emphasis emphasises the need for guidance on quality.

The HYLIFE annual report for 1999 also raises concerns at issues related to what it calls "the convergence of book and gown" (chapter 3). It is getting less possible to clearly distinguish and separate the educational, academic process, managed by faculty, from information provision, managed by the library. Information delivery becomes an intimate part of the educational process. Although HYLIFE is concerned at a perceived threat to funding independence for the library, there is also clearly value in being an increasingly irreplaceable part of the whole process.

MALIBU

MALIBU has also made progress on many fronts, but two in particular are worth noting. The first is a pre-prototype searching agent allowing cross searching of web sites using HTTP (sometimes disparagingly referred to as HTML scraping) (Harris). The advantage of this implementation over rivals is claimed to be the ability to bypass the target's state while maintaining its own state as a broadcast search. Although it is potentially high maintenance, this approach may prove extremely valuable in the short to medium term.

The other major development in MALIBU is the pair of complementary models of the Hybrid Library (Wissenburg). The first is a user model and the second is a technical

services model. Forming models of the hybrid library was one of the tasks for the projects.

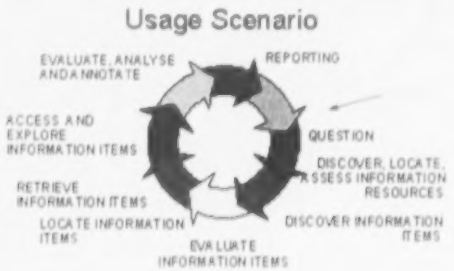

Figure 1: *MALIBU Usage Scenario model*

The user model shows the stages a user goes through, often iteratively, in discovering, evaluating and using information. The model above starts from the user having some kind of question.

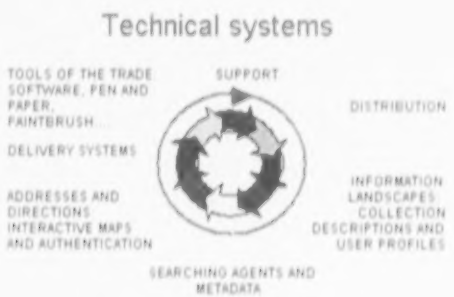
Technical systems
TOOLS OF THE TRADE SOFTWARE, PEN AND PAPER, PAINTBRUSH...
SUPPORT
DISTRIBUTION
DELIVERY SYSTEMS
ADDRESSES AND DIRECTIONS INTERACTIVE MAPS AND AUTHENTICATION
INFORMATION LANDSCAPES COLLECTION DESCRIPTIONS AND USER PROFILES
SEARCHING AGENTS AND METADATA

Figure 2: *MALIBU Technical Systems model*

The technical services model shows the services that are needed to support these user stages. See the MALIBU documentation for further ideas on the applicability of these models. The key here is the extent to which the use of information has to be closely linked to - or embedded in - the delivery of the information.

The hybrid library seems to have been an idea whose time had come; in addition to the eLib projects reported on above, several unsuccessful bidders nevertheless decided to continue with their hybrid library plans, albeit on a reduced scale. And all the hybrid library work in the UK has proceeded in step with, and informed by, JISC-funded contributions to nationwide electronic resource discovery

The Resource Discovery Network

One of the successes of eLib Phase 1 was the set of subject-based Internet gateways (eg ADAM, EEVL, OMNI, SOSIG etc), which provided quality-tested access to collections of Internet-based resources. This idea was worth extending, but it was not easy to see how this could occur fairly across the subject spectrum. The decision was taken to establish a networked organisation, the Resource Discovery Network (RDN), which would integrate and extend this work, seeking additional financial and other support.

The RDN is organisationally based on the model tested with the Arts and Humanities Data Service, with the RDN Centre running common services, interoperability standards and systems. A range of "faculty-level" hubs addressing a larger subset of the subject spectrum are located in institutions with strong links to the subjects embraced by the

hub; this subject-linkage is seen as one of the strengths of the approach. Each faculty hub may have a number of subject-level gateways associated with it. Initial hubs have been created based on eLib projects covering social sciences, business and law; engineering, maths and computing; and medical/biomedical. Additional hubs are being established covering humanities and physical sciences. At least 3 more hubs are needed, but the funding is hard to find.

The JISC Collections

Meanwhile, JISC was continuing to develop its portfolio of digital collections. Initially, these had been presented to users through home grown and proprietary interfaces. The prime example of this was the ISI Citation Service, delivered by Bath Information and Data Services (BIDS). Later services began to develop from this base, providing a family resemblance for users. Services were established at 3 Data Centres. Then, as always, the limitations of proprietary in house developments began to emerge, and there was pressure to use commercial interfaces which the student might encounter later in the real world. This extended to the point where one dataset (INSPEC) was offered with a choice of interfaces from 6 data hosts, a separate choice by the library once the decision to subscribe was taken. While this approach gave some benefits, it started to increase the diversity problems already referred to.

Now the collection extends to over 40 datasets covering areas such as statistical and geospatial data as well as bibliographic and full text.

An important development has been the development of a JISC "Collections Policy" (*An integrated information environment for higher education*), describing the framework in which collection and retention decisions will be made.

The DNER

The Distributed National Electronic Resource was initially the expression of two simple ideas. First was the notion that the provision of digital resources should be physically distributed for redundancy and avoidance of single points of failure. Second was the belief that the collections offered should fit within a national framework, the JISC Collections Policy.

Over time this approach to the DNER began to develop, spurred by the increasing diversity of the resources being offered and by concerns about the sustainability of this diversity:

- The location of resources was determined more by historical "accidents of negotiation" than by logic (at least as far as the user could determine). This was in keeping with the distributed idea, but it turns out that different Data Centres have their own differentiation (more diversity). Also, it appears that users have a greater sense of "network place" than we had expected.

- The diversity of interfaces has already been noted. It is not so much the diversity itself (since fitness for purpose will always drive some diversity), but the wanton use of diversity as a market differentiation tool, which is of concern. We believe in different interfaces, oriented to the needs of particular user groups.

- There was beginning to be a diversity of authentication approaches. As the idea of the DNER moved in concept from a small set of individual resources towards resources as components of a whole, the problem of authentication and authorisation was thrown into sharp relief. Bluntly, users did not want to remember more usernames and passwords. The response to this was ATHENS 3, about which

little more can be written here, other than that it is very valuable, far from perfect, possibly inadequate for the task, a triumph of pragmatism, and/or a disaster in the making. Take your pick!

- There was an increasing need to be able to "join up" different services, so that when a bibliographic reference is discovered from a search of an abstracting and indexing dataset, the location of the journal could be discovered from a union catalogue, and the article requested via ILL or document delivery. This joined up integration was impossible with the diversity of interfaces. A dataset independent protocol such as Z39.50 appeared potentially a most important component.

Any particular user group will have interests in a range of datasets from different data providers. The DNER allows a user group to provide access to this range of resources, independent of the data provider, in much the way that a library's books are arranged by subject but not by publisher.

The DNER plans the construction of *portals* to facilitate user-centred access to the resources. Portals are envisaged to be standards-based web-fronted brokers (probably using Z39.50 and other appropriate protocols), similar to the hybrid library broker in Agora, capable of multiple types of integration. This integration would include:

a. Integration of access to existing services, through a variety of entry points tailored to appropriate communities rather than to the data owners, data suppliers or even data types.

b. Integration through enabled cross-searching; the ability in one search to access several datasets (we call this breadth rather than depth searching, as only the common data features will be searchable and some of the functionality will be lost).

c. Integration through linking to value-added services such as ILL, document acquisition transactions, etc, especially in a "joined-up" way where information is carried across appropriately and does not have to be re-keyed.

d. Integration across domains, eg searching across different media types, curatorial traditions etc.

e. Access to a wide range of sources through non-traditional interfaces.

So we have again a 3-layer architecture: a set of resources at the bottom, a set of portals based on brokers in the middle, and the users through web browsers at the top. There would be many cross-linkages between the layers.

The set of portals might include:

- One central, JISC portal: a starting place for anyone, especially those who have not yet identified a specialist portal which suits their needs.

- A set of subject-oriented portals; these are seen as natural extensions of the RDN faculty-level hubs and their associated subject gateways.

- An extension of the hybrid library idea to encompass local portals to the DNER. Local portals could support access to non-JISC resources licensed by the institution. A local portal could even be extended as "personal portals", including access to resources which an individual has subscribed to.

- More specialised portals further into the future. First and simplest of these could be portals dedicated to particular media types such as still images, and time-based

media such as movies or sound, or maps.

- Portals with specific world views, such as a geo-spatial portal.

Out of this will emerge the idea of different views of the same data appropriate to different groups of users.

Conclusion

To conclude, the eLib program has developed from a diverse set of projects in Phases 1 and 2 to a rather more focused set in Phase 3, in which the hybrid library projects represent a particularly important strand. The idea of the DNER has developed from simple beginnings to a complex concept of "joined up services". Underlying infrastructure issues including access management, middle-ware and standards have been tackled. A significant portfolio of datasets has been amassed. The future holds increasing attempts to control the increasing diversity by coupling national provision of a DNER, with an institutional emphasis on making digital resources more accessible for learning and teaching.

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IFLANET Search Contacts
Annual Conference

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Public libraries in Portugal : the silent revolution

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Paper

> "Almost always installed in old, narrow and uncomfortable buildings, they are considered solemn places, for elects only, or reading rooms occupied by high school students.
> Libraries with free shelf access are rare, and those where borrowing is a common practice are scarce.
> Sums for the acquisition are spent only on celebration dates, usually with no local meaning and always too elitist or erudite, distant from the real interests of the population.
> In short, we do not possess a real system of public libraries, but a set of deadly institutions, with no relation whatsoever between them and the environment".

A Leitura Pública em Portugal: Manifesto. Cadernos de Biblioteconomia, Arquivistica e Documentação, Lisboa, 1983, p.11-14.

> "They are open door libraries, the new generation ones. Dull spaces with posters imposing silence, cards and bureaucracy to request books are over. Self-service is a reality today. Actually, everything can be touched and used. Everything is displaced in an organised manner. Everything is alive. From the children's section, ateliers, audio, video and multimedia area, computer and Internet area, to bars and auditoriums".

O Portugal que deu certo - Visão, nº356, 6 Jan 2000, p.22-28

Seventeen years separate these two statements. In-between, there were historic

moments to testify the persistence of a group of "resistants", who have refused to accept immobility, the fate that "...it has always been like this, it is impossible to change", the conscience / vision that the destiny of a people is outlined also by its capacity to endure, by the awareness of the fight for the right to education and information.

For this group, public libraries had a say in the process of our country's evolution. Already in 1958, the Calouste Gulbenkian Foundation (private institution), has called upon her the responsibility to guarantee the creation of a system of itinerant libraries, which covered the country to render an historical service. This movement made possible for millions of people (particularly young people), isolated in the rural country, to access the imaginary of letters for the first time, to discover another world full of differences and to fulfil their wish for more knowledge.

However, it was not enough. An action from the government was indispensable as a testimony of a nation who voted for democracy. In 1986, by the Secretaria de Estado da Cultura, a Public Library Working Group was finally created, to prepare a report on the "state of the arts" (Decree Nr. 23/86) This extremely important report for the development of Public Libraries in Portugal aimed at defining the support of a national policy for public reading, which would "essentially be based on the regular and efficient establishment and operation of a net of Municipal Libraries, and on structural development" which, at central and local level, could more directly support them.

This work, which suggested immediate intervention measures, besides conceptual and programmatic guidelines on libraries to be created, lead to the preparation of a public reading plan, in 1987, through the Instituto Português do Livro e da Leitura (Portuguese Institute for Reading and Books). The creation of a net of Public Reading Libraries was thus proposed, based upon the municipality which includes a Municipal Library, located at its headquarters, in the central area or another highly populated area, and Branches in different areas, according to the number and distribution of the population.

Tenders (8 to date), which determine an application process to the National Net of Public Libraries, from the municipalities wanting to establish a local net of public reading libraries, are periodically submitted.

Together with the Instituto Português do Livro e das Bibliotecas (entity with authority over this program), and other bodies of the Central Administration (for example, Regional Coordination Committees), the municipalities selected are expected to plan the creation and development of all libraries projected based upon a program contract.

Under the contract signed between Central and Local Administration, several rigorous demands must be met before the payment of 50% of the project costs for architecture, building/buildings adaptation, equipment acquisition, document funds, service computerisation and training workshops is granted.

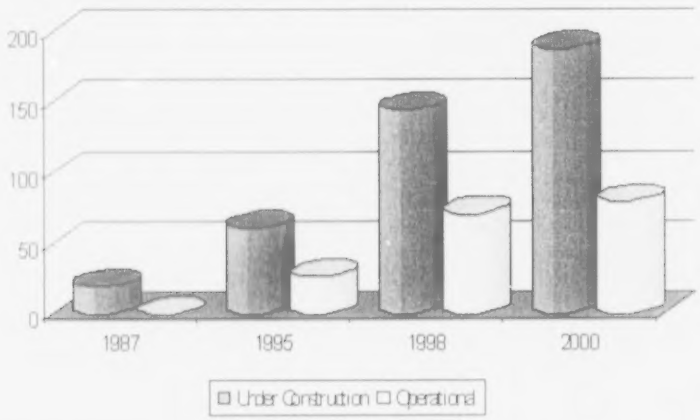
The municipalities apply to one of the programs defined by a library typology, determined by the size of the population. This typology compels that specific characteristics are met regarding size areas to be respected, equipment and services, collection (books and non-books material), and minimum staff required at the Library (see the developed typology enclosed).

	Municipality's	Area
Public Library type 1	< 20 000 inhab.	675 m2
Public Library type 2	> 20 000 < 50 000 inhab.	1 281 m2
Public Library type 3	> 50 000 inhab.	1 830 m2

This policy of stimulating the establishment of municipality nets of Public Libraries, which started in 1987, show remarkable results:

From the 287 Municipalities in Portugal (not including the islands of Madeira and Azores), 188 (65 %) have or are preparing to have a Library.

Implementation of the net:
Evolution

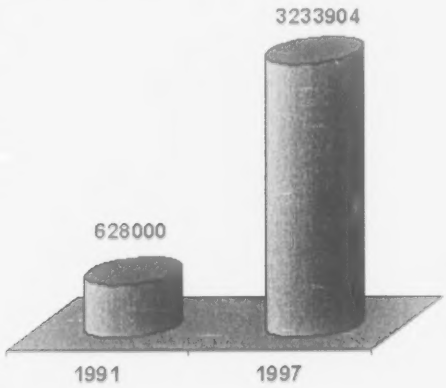


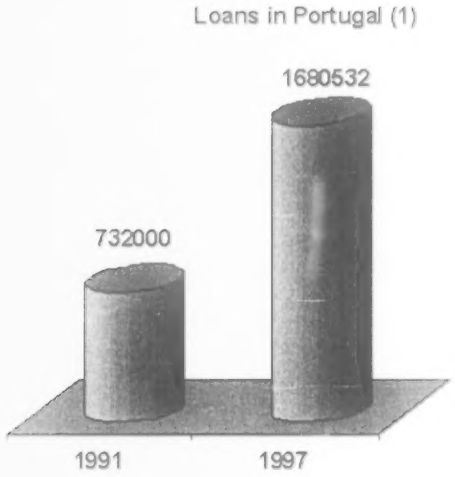
In 2000, the Portuguese government made a commitment that all municipalities should have a Public Library before 2003. The estimate for the total financing of this program is 175 million Euros from the Ministério da Cultura, amounting to 50% of the total investment.

This revolution, which started about thirteen years ago, is leaving visible marks in the urban tissue (due to the aesthetically pleasant buildings designed) and in the social tissue (due to the discovery and consumption which can be witnessed in large fringes of the population).

Some indicators confirm this statement and show an extraordinary evolution.

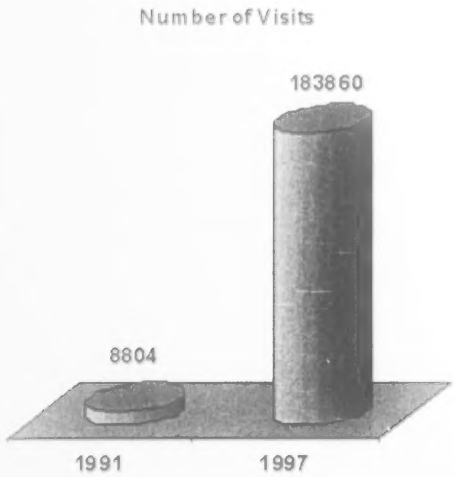
Registered Members for Portugal [1]





(1) In: Milleminum Study

In a study on a Library outside the capital (Oeiras - new library opened in 1996) it was possible to witness a surprising evolution at the level of users who look for Library services.



At the level of institutional importance of library services, there has been an increase, which lifted the library from non-existence on functional organisation charts, to its establishment as a Division on the same level as other more traditional municipality sectors, such as sanitation, housing or planring. This situation allows to obtain a budget for the service, as well as the possibility of intervening/influencing strategic options. In short, the library is slowly gaining visibility, basic condition to be able to influence and emphasise the principles it is entrusted with.

Likewise, this policy has had a multiplying effect at influencing the creation of somewhat similar programs, such as a line of action for the restructuring of Archives (1998) and a program for the establishment of a net of School Libraries

(1997). The model adopted is similar, the Central government acting as a catalyst in the process of renewing these services. A program for the financing of the reconstruction/adaptation of space, equipment, furniture, documentation and computing system offers the local authority the possibility, to progress in the (re)building of these knowledge institutions.

When trying to briefly assess the situation of Public Libraries in Portugal in the year 2000, we can say that:

Their strengths ...

- Strong commitment from the central government to create conditions for modernising public reading.
- Progressive sensitisation of politicians for the importance of investing in public reading libraries.
- Creation of services directed to the community (Information services to citizens, promotion of books and reading, training in the area of Information and Communication Technologies (ICT), special services for babies, handicapped, socially excluded, elderly, minorities).
- Innovative and multiplying project at national level, with growing positive image in the media at national level, and the professional community at international level.

Their weaknesses ...

- Too strong growth in launching the support program, fragility in the number of human resources available.
- Politicians interest based essentially upon "building construction".
- Scattering of the investment aggravated by the lack of adequate resources to the development of these programs.

Their opportunities ...

- Create a large group of professionals and develop training centres.
- Promote a campaign / lobby directed to politicians and the community in general, on the importance of public reading and its determining role in the Information Society.
- Creation of a national or regional plan for the co-operation among libraries/municipalities, outlining common strategies of action in the approach of problems which transversely affect the whole society

Their threats ...

- To compromise the efficient exploitation of existing material resources.
- Small investment in service maintenance, which can compromise its evolution.
- To supply non-efficient services and lose the historic opportunity of acting

and making a difference among the population.

The current turning point makes us aware of the urgent need to be actors, creators and promoters of our scene on the stage. The evolution tends to gain a dazzling speed, making us run the risk of not taking time to reflect and of acting automatically and without critical sense. However, good sense and the love for what we have been achieving makes us say that we will progressively find our way.

In a country where illiteracy reached 33% in 1960 and 8% in 1999, where education costs in the same period raised from 1,5% to 6% and the number of high school students raised from 8.000 to 400.000, libraries are surely part of the silent revolution, which is slowly being built and growing stronger to give the country the destiny it desires.

Some examples of how dreams came true

The creation or adaptation of a library destined for public reading involves a joint effort between political power, the determinant of investment, and staff (architects, engineers and librarians) who contribute with their imagination and specific knowledge.
From these synergies result both good and average projects although there's a constant struggle to guarantee the fulfilment of the public cause's goals.

The typology supplied by the IPLB determines, guides and controls the basic underlying principles. Thus, it allows the implementation of a widely tested model (nowadays it results from working upon national experiences and service evolution whereas in previous years the French model played a crucial role). It is important to note that the success of a model goes beyond its application: there's a constant need to adapt each model to its surrounding reality.

In a preliminary phase the project requires the formation of a multidisciplinary team including elements from both the central and local administration, librarians, architects and engineers who share a common language and a vision built upon a variety of motivations. The selection of the site, be it for construction or adaptation purposes, should take into account both its mainstream location and accessibility. Besides this, the site selection must allow for the application of guidelines regarding library dimensions and correct functioning, having to respect base-line figures (see attached tables).

One can say most libraries belonging to the net of Public Reading Libraries devise their entrance hall as a central organisational point from where a series of services are carried on:

- an area designed for adults offers loaning services, in-place browsing, access to reference books and periodical publications;
- an area designed for youngsters offers similar services, yet specially devised for the different age groups in addition to animation activities;
- finally, one may find a common area or an auditorium where multiple cultural activities may be carried out (e.g. exhibitions, colloquies, meetings with writers and other individualities).

Some libraries also possess a cafeteria which, when well managed, may help

attract users making them want to return. Existing internal service areas are aimed at responding to emerging challenges in the management field, being it worthwhile to note the existence of a growing book deposit area.

In what concerns the construction or recovery of the library building, there is usually the need to consider and respect the environmental characteristics as well as specific features related both to the relevant region and its related population. With respect to library facilities, a natural concern should go towards the following aspects:

- easy accessibility, taking into account the need to eliminate architectonic barriers which may difficult the access of the disabled;
- acclimation conditions, in an attempt to create ecological buildings, this way benefiting from construction types;
- lighting characteristics, to ensure both the quality of research conditions and the successful use of the different types of services;
- the guarantee of developing an information technology and communications network which enables continual growth, thus responding to increasing ICT demand.

Another decisive step in the building of a library is the selection of its equipment and furniture.

A joint effort between the librarian's know-how and the architect's aesthetic perspective has allowed for a merge between these languages which complete each other giving rise to attractive projects capable of generating satisfaction among community members.

The selection of furniture constitutes one of the most important phases in this process. Finding a balance between the available budget and the design and utility of the several pieces of furniture has constituted a serious challenge already overcome by many libraries. This project has attempted to create attractive, ergonomic and welcoming spaces where community members may find an inviting atmosphere.

The solutions associated with the purchase of technological equipment like PC's, printers or scanners, be it for technical or reference work, Internet use or development of individual projects have progressively been altered. Thus, one intends to meet the growing need and interest of applying ICT in society.

Similarly, the initial bet involving the existence of video spots has given way to the development of self-learning areas based on ICT. An area which still stands is that involving the audition of audio CD's, although the option of these being loaned has reduced the growing trend.

This whole process leads to a permanent need to be in touch with social and cultural trends as well as to deal with changing, dynamic information. Consequently, nowadays, the tendency is to withdraw physical barriers between library activities/areas.

Once the sight is chosen, the construction guaranteed, the equipment and furniture bought, the next step is to put the library to work, to move on from the project to reality. A library has to be organized taking into account the needs of both its external and internal users. The magic words that guarantee a successful

outcome are frequently difficult to find; one must be constantly alert and have the courage to put aside some of the initial conjectures envisaged by the ideal library.

A library is never concluded. As it's being created it gains a life of its own; just like when Geppetto envisaged Pinocchio, we, who contribute towards the construction of these entities have to be conscious of our limited influence as we transform simple matter into an identifiable piece. While gaining form, a library seems to breath from the atmosphere where it was born, from the mood of its workers , from the way in which it is handled. Observing closely each and every one of these entities, it is possible to identify the influences of several different jobs, nevertheless, each library will have to develop, adapting itself to its inhabitants. Just like the body is a result of that it ingests, the library develops to be what its occupants make of it. It's our obligation to guarantee such evolution as well as to make available our contribution in an attempt to satisfy a variety of participants.

Ideal projects don't exist, only feasible ones testify the involvement of different interveners, the capacity to communicate (more than 10 years gone since the beginning of this project have shown how distinct participants learn to respect and accept what each one has to say), as well as the assembling of deeply committed teams, both formed and informed, about clients' interests.

Each library's development challenges our capacity to evolve from dreams to reality. Formulae for ideal dreams aren't available. Only hints may be given, yet each one of us will be expected to develop a specific course of action, knowing the work in progress is destined for others. Our capacity to envisage the fulfilment of our final users' expectations, be these real or potential, encloses the secret for success.

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Annex [Adobe PDF]

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Simultaneous Interpretation: *No*

From theory to practice: a case of research in library and information science in Thailand

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Abstract

The author outlines the background of research in library and information science in Thailand. Reasons for its minor role and impact are summarized. Collaboration between theory and practice in library and information science, in the case of STOU, is presented as evidence - based practice

Paper

I. Background

Research in library and information science in Thailand had a long history before the offering of library education in the country. In the past, historical research works were conducted. The prominent ones which are still valuable reference sources are about the history of the National Library by Somdej Krom Phraya Damrong Rajanuparb (1916) and the Vajiranana National Library of Siam by George Coedes (1924).

After the establishment of the Department of Library Science in the Faculty of Arts, Chulalongkorn University in 1955, a two year diploma program in library science was offered to those who graduated with a bachelor degree in any field. In almost all courses for the diploma, students had to write

term papers using research techniques. As many of the papers were valuable, the Department of Library Science selected and published those which were useful to library work and library education, including papers of faculty members, as a "Library Science Papers Series" which was started in 1965. The first book of this series was "Frances Lander Spain: Founder of Modern Library Service in Thailand" (1965) by Professor Suthilak Ambhanwong, the then Head Department of Library Science.

The first masters degree program in library science was offered at Chulalongkorn University in 1964 and was an important step towards research in library science in Thailand. Writing a thesis was a requirement for partial fulfilment of the masters degree in Arts majoring in library science. This two year program required 34 credits for course work (24 credits required courses and 5 credit elective courses) and 26 credits for thesis. In the academic year 1973, the Department revised the curriculum. The total credits were 48, with 30 credits for course work (16 credits required courses and 14 credits elective courses) and 18 credits for thesis. Between the academic years 1977 and 1984, the number of thesis credits was lessened to 9 credits with more course work required.

II. Impact of research in library and information science in Thailand

The number of theses in library science in Thailand showed an increasing trend as more library schools offered masters degree programs in library and information science. Besides theses, there were also research works in library and information science conducted by librarians and faculty members.

Many research works conducted about library and information science in Thailand showed that research in library and information science in Thailand had a minor role and impact on academics, professionals and society. The reasons can be summarized as follows:

1. Research topics The small number of research works consisted mainly of theses of graduate students. Usually they followed the same practice in areas of study and methodology. Research topics were not relevant to the needs of the users. They were not oriented to practice and some were too idealistic. This was supported by Srirat Wattana (1982) whose research work showed the reasons that faculty members did not use research in library and information science were because the research results were no different from their common-sense and that research topics, research objectives and methodology should be considered in this matter.
2. Dissemination of research results Dissemination of research results was a major obstacle in putting research into practice (Chitra Tubsaeng 1975; Srirat Wattana 1982 ; Yupadee Charusub 1984 ; Chutima Sacchanand 1994; Sukhothai Thammathirat Open University 1994). Problems in dissemination of research results can be summarized as follows:
    a. Dissemination of research was limited to library professionals and practitioners.
    b. Research results were scattered and nobody was responsible for dissemination.
    c. The institutions which collected the research were far away and usually did not allow borrowing outside.

   d. Abstracts of theses and research were not completed and not up-to-date.
   e. Users were not informed about research relevant to them.
3. Recognition of the importance of research It was found that library administrators did not use research works in library science. One reason was that they did not consider it important (Yupadee Charusub 1984). The seminar conducted by Chulalongkorn University (1985), reported that library administrators did not read research and were not interested in suggestions from research works because they were usually compromising and did not lead to real problem - solving. The causes were due to these major factors:
   a. Research problems/questions were not significant because the researchers selected the problems that interested only themselves, about their own libraries/institutions, and were not the real problems of the profession or the library community.
   b. The quality of some research works was still questionable because the research methodology, data analysis, conclusions and recommendations in some research works were very simplistic.
   c. Library professionals, including librarians, faculty members, and students lacked the ability to recognize the value of research and they were not equipped with knowledge and competencies in research.

III. Collaboration between theory and practice in library and information science: The case of Sukhothai Thammathirat Open University (STOU), Thailand.

STOU is the eleventh public university and the first truly distance teaching university in Thailand and in ASEAN. Through the School of Liberal Arts, STOU has offered the Bachelor of Arts in Information Science, a two-year and a four-year program since 1991. It is also in the university's plan that the masters degree program in information science, majoring in information management, will be offered in the year 2002.

STOU has supported many research projects undertaken by faculty members and staff. Following the *"STOU Plan,"* the first stage in the development of the distance teaching system in information science involved identifying the educational needs of the market through preliminary surveys and research. This needs assessment enabled STOU to know the needs of various target groups : librarians and other information professionals/personnel, including administrators of various types of library and information services/institutions. This formed a basis for curriculum design and development. Many research works have been conducted and used at various stages of planning and implementing STOU information science programs. The researchers who are STOU information science faculty members recognized the importance of research, the need to conduct research and to disseminate and use research results.

Before starting the information science undergraduate program via the distance education system which was to be a first for Thailand, Sompit Cusripitack (1978) conducted research to survey the needs of library and information services and professionals in Thailand. It was found that the majority of library/information service heads had no background in library and information science (88.00%). They supported offering of an education and training program in library and information science.

At the masters level as well, Chutima Sacchanand and Sukanya Teerapongpakdee (1995) undertook a survey of the educational needs and the feasibility of offering an information science master's degree program at School of Liberal Arts, Sukhothai Thammathirat Open University. It was found that a significant number of the information officers surveyed (61.32%) wanted to study at the post-graduate level. This need for information officers would increase by 30.32% and continue to increase during 2000-2002.

Both administrators (45.21%) and information officers (47.43%) wanted the Information Science curriculum to emphasize theoretical and practical applications. The majority of the administrators wanted the information officers to obtain knowledge and skills in the following areas: information storage and retrieval, technology for managing information, and communication skills in information work. The STOU School of Liberal Arts was well prepared in all aspects to offer a master's degree program in Information Science. The School would also be able to meet all the standards fixed by the Ministry of University Affairs.

In calculating the expenses for the first group of students, an enrolment of 105 students was required to meet the break-even point. That number would be reduced to 62 students in the second year and 48 students in the third year. Using these enrolment figures, tuition was expected to be 1,000 baht per credit. To break even in the third year, the School of Liberal Arts would need at least qualified lecturers to obtain a ratio of one lecturer to every five students (1 : 5) which was the standard required by the Ministry of University Affairs. Research results of this study were an important basis for the School of Liberal Arts, STOU in planning the masters degree program, especially curriculum development, staff development and cost management.

Chutima Sacchanand (1996) also studied the development and status of graduate studies programs in library and information science in Thailand. This res earch has been used as a guideline for STOU in planning and implementing the masters degree program. It was found that the first graduate studies program in library and information science in Thailand was offered at Chulalongkorn University in 1964 and at the time studied, there were eight library schools offering masters degrees in library and information science.

The development of graduate studies programs in library and information science has played an important role and has affected the academic strength, research, professional standards, image and status of this profession as a whole. All graduate library schools have relatively similar administrative and organizational structures. The objectives of these programs are to produce professional leaders, administrators and scholars. The curriculum structure and number of required credit hours are relatively similar and the number of credit hours ranges from 36 to 48. All graduate library schools have been prepared with staff, equipped offices, classrooms, computer laboratories, libraries, teaching materials and publications. As collaboration is one key factor to the success of STOU distance teaching system, results of this research are valuable for collaborative teaching/learning between STOU and other graduate library schools for full use of resources in library and information science in the country.

Students have been a prime concern of the university as STOU gears towards consumer orientation. In 1992, Chutima Sacchanand conducted a

survey among students in the information science program to investigate their backgrounds; their motivations for studying, their needs in bringing knowledge and experience to use, and their problems in studying information science via the distance education system. The results of this study showed that the majority of students in information science via the distance education system were female, between the ages of 26 and 30 and living in Bangkok. The largest number of students had jobs and were mostly private employees. Personal interest and more knowledge and experience were the highest mean averages for students' motivation for studying. Students had a deep commitment to bring knowledge and experience from studying into use. In pursuing an information science program via the distance education system, textbook and workbooks were the primary learning tools and students faced only an average number of problems.

From this study, two major recommendations were made and put into evidence-based practice by the university as follows:

As it was found that students who were the second largest group had already graduated with a bachelor's degree program, STOU considered the possibility of offering courses at the graduate level to alleviate the need to repeat the bachelor's degree program and increase students' subject knowledge and to upgrade STOU's distance education program. Therefore, STOU decided to offer the masters degree program in information science and conducted feasibility research.

The findings about background, motivations and needs of students were used for the revision and development of the curriculum at diploma, bachelor and masters levels to suit the needs of the target group in information science. A new curricula oriented to business as well as technologies was recommended and has been reflected in the 2000 revised curriculum in information science of STOU. The availability of other supporting facilities, especially libraries, has been of interest, since information resources for information science graduate study are an important concern in starting the graduate program in information science by STOU, as this is a distance education system and students are scattered around the country.

Somsuang Prudtikul and Pensri Tipsuwannakul (1983) had investigated user services and collection needs of the users in order to provide some guidelines for the operation and development of STOU Library Service Centers. The results of the study showed that STOU students and all other users were satisfied with the STOU Library Service Centers and their services. Interesting suggestions were mostly on increasing the number of books and other materials especially cassette tapes/video tapes and extension of the hours of services especially on weekends and holidays. From these recommendations, the university increased the budget for collection development and improved library services.

Kriangkrai Kittitornsub (1993) investigated the opinions of users, service librarians and library staff of public libraries in Bangkok Metropolitan towards STOU Corners in those public libraries. It was found that STOU Corners are useful not only to STOU students but also to the general public. A major recommendation is for the improvement of insufficient and not up-to-date collections.

Besides these projects, there are many theses conducted by graduate

students as partial fulfilment for the masters degree in library and information science in Thailand. There are also some research works by librarians which are not specific to any library or institution but give the big picture. These are relevant and can be applicable to STOU and other university libraries, e.g.

> *"Collaboration between library science departments and libraries in providing library practical experience"* (by Siripom Punyayong) ; *"An evaluation of information retrieval from CD-ROM databases of reference librarians in state academic libraries"* (by Prapai Inchan) ; *"Calculation of CD-ROM database search services fees in state academic libraries and users' attitude towards fee"* (by Mayuree Julagan).

IV. Future research

The last stage of the STOU plan is an evaluation and follow up research in order to obtain feedback that can be used to improve the curriculum, the teaching/learning process and the management of the STOU distance education system for effectiveness and efficiency. STOU administrators and information science faculty members recognize that evaluation is ignificant and a necessary part of accountability, quality control systems and resource allocation. Therefore, STOU pays attention to evaluation research. Various research topics include evaluation of the information science distance education program, follow-up studies of graduates, evaluation of study packages and services especially library sevices. Findings from the evaluation research will be put into practice as a basis for on-going improvement of the STOU information science programs.

V. Summary

Research in library and information science has its root in library practice. The development of theory and the design of research came only after the profession was well established. In Thailand there are many research studies in library and information science, with the majority being theses of graduate students. In the case of STOU, many research works have been conducted for the effectiveness of the information science degree program, and in providing the new program at the masters level. Through research works conducted, the Office of Documentation and Information at STOU library has continuously improved itself to better respond to the needs of its target groups, to provide support for teaching and learning, and to make the library an important component in the STOU distance education system. Theory and practice need to be seen as distinct and interacting components of the library and information science field.

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Mobile library services by a library school: Chiang Mai University, Thailand

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Paper

HISTORY

The Mobile Library Services Project operated by the Department of Library Science, Faculty of Humanities, Chiang Mai University was begun 1980 in accordance with University policy. Having seen the university curriculum had courses on children and young adult literature and library services it was unfortunate that a lot of children and young adults in the suburb areas and rural areas lacked library services. If we could make the demand and supply for reading needs in these areas correspond then both the suppliers and the receivers would stand to gain the fruits. On one side, the lecturer and the library science students would have first hand experience with children and young adults in a real environment, while on the other hand the target groups (in this instance we aimed for the disadvantaged), would have opportunity to be acquainted with quality literature. the project hoped that their reading habits would take root.

We survey the places of the target groups by focusing on the disadvantaged kids. In the first year we decided to do our mobile library services at the King Kaew Orphan House and the Chang Kian Elementary School. The finance for the budget came from selling handicrafts made by our lecturers and students, and by donations of The Lion Society (Nakorn Pink). The Faculty of Humanities was kind enough to offer transportation.

We consider our efforts as successful in the provision of our services. Lecturers

and students were excited and eager to go out and meet with children while the target groups were happy with books and various reading promotion activities. At the end of the first project after we reported to the faculty our progress, that we secured their support.

2 OBJECTIVES

2.1 To cultivate healthy reading habits in children and young adults by: providing them an opportunity to access quality literature appropriate to their ages, entertaining them with activities related to literature, and encouraging them to make better and beneficial use of their leisure time.

2.2 To offer the students and faculty members experience with the reading promotion activities and children's literature in the Library Science Department

3 PERSONNEL

The personnel that participated in the Mobile Library Services included lecturers, a technician, and students from the Library Science Departments and from other departments. They are all unpaid volunteers.

4 MOBILE LIBRARY USERS

We offered out our services to various groups, including orphans, pedodontric and orthopedic patients, the blind students, juvenile delinquents, children in rural area community centers, children in temple schools, low budget supported schools and hill-tribe schools. The age levels of the users range from pre-school to high-school, but they were mostly of elementary school age.

Table 1. Dates, places and number of users

Date	Place	Number
1980 - 81	King-Kaew Orphan House Fdn.	12
	Chang Kian Elementary School	360
1981 - 82	Cherng Doi Elementary School	113
1983	Suan Dok Elementary School	240
1984	Pre-school Child Center	50
1985	Northern School for the Blinds	75
	Pedodontic & Orthopedic Dept., Suan Dok Hospital	30
1986	Correctional & Training Institution	300
1987 - 89	Child Center, Umong Temple. Boy House	20
	Cherng Doi Elementary School	210
1990 - date	Schools in rural areas and schools for hill-tribes	@ 100-150

5 PROCESS, SERVICES AND ACTIVITIES

5.1 Team setting up: Having an idea of outreach, the team composed of lecturers and technician was set up. The meeting was held to collect ideas and gave the staff the chance to get involved.

5.2 Surveying: The staff contacted the target places, surveyed the places and users to collect data, then came back to discuss the results together.

5.3 Planning: We decided on the places to offer our mobile library services, then persuaded library science students to join, we gave them the opportunity to plan the activities under the lecturers' supervision. Following which a detailed plan was set up.

5.4 Outreach: During the first period (1980-1986) the project operated under the title: "Bringing books to Children." Each time the volunteers brought books to children, they also held activities in which the children would be involved. In this case, the target groups were children in an orphan house, primary schools, a nursery in rural area community, school for the blind, and a hospital. The books and magazines were selected to be appropriate for the children; and their coverage included information, education and entertainment.

There was a special outreach program for the blind, where the printed literature was transformed into the tape records and the school allowed to borrow it on long term basis (After the project ended some students volunteered to read into tape records for the school library.)

Delivering the books to children and placing them on the shelves is not enough; we had a vision to propagate good reading habits in children. We held various

activities such as story telling, reading aloud, solving riddles; puppet show, drama (played by children), story from books, singing, paper folding, drawing and painting contest, games, filling-in proverbs and sayings, children telling their experiences, etc. The aforementioned activities were well prepared based on the children's age, interest, environment and experience.

During the reading promotion activities, usually one of the lecturers would observe and evaluate the performance. At other times and some places we let the students to report and evaluate and then come up with suggestions. At the end of each service there were group meetings held to discuss possible improvements.

The project also acquired books and magazines and gave them out to some school libraries. This was one of the purposes of second period (1987 - 1989)] during which the project title was changed to "Circulated Library for the Disadvantageous Children". Target groups included children in the child center in U-Mong Temple; Boys House (in Mae Rim Province, - receives children from poor families, orphans and vagrants) and elementary schools near the University. The emphasis in this case was more on books; books were brought to the children with fewer activities.

In the third period (1990 - to-date) the project title changed to "Circulated Library." Books were contained in book-boxes and delivered to children in the far away schools and up-hill for the hill-tribes' children through the co-operation with the Royal Highland Project under H.M. the King Patronage and the Chiang Mai Libraries Club. The Royal Highland Project has set up schools and libraries for the hill tribe people. Every month they go to visit the hill tribe's people, and the lecturer from our project brought book boxes with them. For far away schools outside the Royal Highland Project areas, the school librarians would come to the Library Science Dept. and take 1-2 book boxes with them each time. The schools have formed a network: when one school brings book-boxes they would circulate among the school groups, that is, around 5-6 schools would be engaged in the borrowing and circulating of books among themselves. The borrowing period is 1-2 semesters.

6 BUDGETS

At the beginning we sought financial support from organizations, foundations, and friends. Lecturers and students made gifts and sold them for income. At this stage most assistance came from the Lion club (Nakorn Pink). Besides the money we also received books, magazines and other reading materials from bookstores in Chiang Mai. In the end we managed to have good collections appropriate to our clients.

After the end of the first year project we reported the progress to the Faculty of Humanities and set up a project for the following year. From then on we got financial support from the faculty of about US$ 350 each year until 1990. Soon afterward the budget was split to fund another project and the funds for the Mobile Library Services remain about US$ 175 per year.

7 RESULTS

The service providers, i.e. lecturers, technicians, and students have gained

knowledge, understanding and skills on reading interest and promotion. We saw, know, and understand the disadvantaged people in the society in a much better way than before. The students are especially proud that they can be useful to those children, using their professional skills. The users, that is, the children and young adults who participated in the activities and use the reading materials, enjoy the services and grow up developing a robust reading habit.

8 LIMITATION AND THE OTHER SIDE

8.1 Personnel: The lecturers and students have heavy workloads and tight schedules: they have teaching, duties, researching and writing papers as well as office or administrative work. Thus, it is difficult to provide time for library services that require continuity and substantial time in preparing, executing, and evaluating the activities.

Besides, there is no motivation for the lecturers to engage in library services. Though community service is one of the university's missions it is not considered and doesn't count towards a lecturer's promotion to a higher academic position and their own academic advancement. They consider professional writings, i.e. articles, researches, and texts to be the most essential work. Although students were happy and proud of their experiences, they too have a lot of course-work to do, while others did not enjoy doing the services at all. It turned out that only the ones who really love to work would do it with their whole heart.

Target users that we found difficult to reach our objectives are the female juvenile delinquents in the Correctional and Training Center. Their literacy levels were low and poor readingh habits , especially the hill tribe girls. During our services we taught them how to read and write. Usually daily schedules were set up for them to learn occupational skills and routine life skills; this eventually meant that they did not have any time for reading and writing.

8.2 Equipment and Transportation: the fact that we didn't have A.V. (audio-visual) equipment in the project posed an obstacle, so when we needed to it we had to borrow from the faculty, and it proved to be inconvenient. Also the vehicles to take us out sometimes were available, sometimes were not. It is also difficult to get the faculty's vehicle when going out on non-official work hours.

8.3 Budget: Most of the financial support comes from the official budget. It was limited by official regulations such as timing, and some expenses were out of spending allowance. The budget did not provide for the purchase of equipment.

The above limitations resulted in diminished involvement from the personnel towards reading promotion activities, but it did encourage co-operation with other organizations. In going out with The Royal Highway Project we can reach the hill tribe children in the high altitude mountains. Co-operation with the Chiang Mai Library Club which has a lot of school members, makes it possible to deposit our book-boxes with them to the far away disadvantaged children.

9 CONCLUSION

Near and far, low and high there still are a lot of children who lack good books. Co-operation makes a small organization with limitations be able to reach its

goal in running mobile library services. Through this we can bring seeds of healthy reading habits to those disadvantaged children. God willing those seeds will grow up like beanstalks that enable Jack to climb up to the land of information, knowledge and entertainment and may lead them to good, truth, and beauty in their lives as Erasmus said: "Your library Is your heaven."

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Information, Commodification and the World Trade Organization

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Abstract

The dramatic expansion of international trade regimes to encompass intellectual property rights and information services has far reaching implications for all societies. Because the goals of current trade policy reflect corporate priorities of privatization and de-regulation - they present a fundamental challenge to the programs, systems and laws needed to preserve and strengthen systems of public ownership, and service delivery intended to provide universal access to information, art and culture. Two recent trade disputes resolved under the new rules of the World Trade Organization, reveal that international conventions negotiated under the auspices of the World Intellectual Property Organization will now be subsumed to the enforceable framework of WTO disciplines. As these cases illustrate, information, artistic works and other forms of cultural expression will now be treated as commodities just like other commercial products and goods. Moreover, WTO dispute panels are likely to resolve competing claims to this intellectual property with little regard for the non-commercial values upon which a reasonable balance of private rights and public interest depends.

Paper

If water will be the most vital resource of the 21st century; oil and gas - the most strategic, then information will probably be the most valuable. Just how valuable,

will depend upon the success of efforts to transform information into an international system of codified property rights that can be protected by effective enforcement regimes. But until the advent of the World Trade Organization (WTO) and two particular international agreements that are incorporated within its framework, this goal had eluded its sponsors for several decades.

One of these agreements - on Trade Related Intellectual Property Rights (TRIPS) - can be seen as the culmination of efforts to establish an effective international regime for the protection of intellectual property rights (IPRs). The second, the General Agreement on Trade and Services (the GATS), is only now in the process of being fully developed, but is will most certainly play a key role in determining for most societies, how information is used, by whom, and on what terms.

Both agreements have come into play in two recent trade disputes concerning Canadian magazine publishing and US copyright laws respectively. These cases make clear, that with the advent of the WTO a new era has dawned, one in which information, artistic works and other forms of cultural expression will be treated as commodities. Moreover, when competing claims to this intellectual property arise, they are increasingly likely to be resolved in accordance with the priorities of a trade regime established to serve the objectives of trade liberalization, and often to the exclusion of all other public policy considerations.

By way of introduction to these WTO decisions, I want to begin with a brief account of the events leading to the codification of intellectual property rights as part of the WTO regime.

From WIPO to the WTO

Until the launch of the Uruguay Round trade negotiations, multilateral rulemaking in the IPR area had been dominated by the World Intellectual Property Organisation (WIPO), which still has administrative responsibility for most of the important conventions in the area of intellectual property protection. But by the mid nineteen eighties, US frustration with the failure of WIPO to provide for the effective enforcement of those treaties and conventions had grown to the breaking point. Its domestic film, pharmaceutical and agric-chemical corporations were adamant about the need to provide their intellectual property more than hortatory protection. Thus, as the US continued in vain to build credible enforcement mechanisms into the WIPO framework - it decided to pursue its objectives in other venues as well.

Accordingly in 1986, among US proposals for a new Round of trade negotiations to reform the GATT, was the novel idea of negotiating within the framework of a new trade regime - an international agreement for intellectual property protection. That Round, which got underway at Punta del Este, Uruguay in September 1986, would ultimately culminate in the founding of the World Trade Organization almost a decade later. Among more than a dozen multilateral agreements housed within the framework of that new global trade institution would be the realization of many US ambitions, but none more important, than the Agreement on Trade-Related Aspects of Intellectual Property Rights.

However, at the outset of those negotiations there existed very different views between industrialised countries that wanted a comprehensive agreement covering all intellectual property rights, and developing countries that wanted to limit any agreement about IPRs to the trade in counterfeit goods. But the US had critical leverage it could bring to bear, by having a established a domestic regime[1] authorizing the unilateral imposition of trade sanctions against nations that it regarded as being engaged in unfair trade practices. The priority assigned by the

[1]These are the somewhat notorious remedies available under Section 301 of the US Trade and Commerce Act.

US to this particular aspect of its foreign economic policy agenda is revealed by the fact that the majority of the cases to invoke these unilateral sanctions asserted the interests of US based pharmaceutical and media corporations.

Naturally, US unilateralism was greatly resented and particularly by those who accused it of ignoring the copyright violations of its own companies. Nevertheless, the coercive effect of these sanctions ultimately produced the desired result. Accordingly in 1995, the TRIPs Agreement was born as an integral part of comprehensive international trade regime under the auspices of a newly founded WTO.

As the US had insisted, the TRIPS Agreement provided a broad framework for IP protection, and incorporated by reference the most important WIPO conventions. However, by far the most significant accomplishment engendered by this dramatic expansion of the world trading system, was making the newly minted and powerful enforcement mechanisms of the WTO available to ensure compliance with international agreements established to protect intellectual property.

It is unlikely, that even to this day, many concerned about the issues of IP protection fully appreciate the radical nature of the transformation of international trade regimes that occurred in 1995. Prior to that date, trade agreements were no more enforceable than WIPO conventions or international agreements to protect workers rights of preserve biodiversity. But with the birth of WTO a truly effective global enforcement regime has been established to compel adherence to all WTO requirements. When confronted with an adverse ruling from the Appellate Body of the WTO the losing party has two options: shed the offending policy, program, practice, law or regulation - or pay the price in trade sanctions. Moreover because of the principle of cross-retaliation, sanctions can be applied to any aspect of the offending nations international trade economy - in other words, where they will be felt most.

The two WTO decisions, the details of which follow, expose how influential the TRIPs agreement will be in determining the policies and practices of nations when it comes to intellectual property protection. The first of these, involved a challenge to Canadian cultural measures intended to protect its domestic magazines and periodicals from being entirely swept away by a torrent of US based publications. This was the first challenge to invoke WTO rules in service of a large transnational media corporation (Time Warner before the merger with America Online) and elicited from the WTO some rather disturbing pronouncements about culture as a tradable commodity.

The second case to expose the importance of WTO disciplines concerning intellectual property, involved a challenge to US copyright laws. This case provides the first opportunity to observe WTO rules in action with respect to the enforcement of the Berne Convention for the Protection of Literary and Artistic Works (hereafter the "Berne Convention"). Again a great deal is revealed about the biases of the WTO when it is challenged to recognize the non-commercial aspects of intellectual property policy and law. Because both decisions are likely to have an enormous impact on the cultural and intellectual property rights policies of all nations, they are worth considering in some detail.

Canadian Periodicals, Japanese Beer and Other Goods

For Canadians and many others, it is easy to understand the global dominance of US based media, as a contest between U.S. and other cultures, and in many ways this is precisely what they are. But it is also true that these dynamics represent a struggle between increasingly monolithic media corporations and communities determined to maintain some modest opportunity for their own forms of cultural expression. In fact, concerns about the pernicious influence of large media corporations have also been raised in the U.S. itself.

No less an American cultural icon than The New York Times has sounded the alarm about "growing threats to the nation's cultural heritage." But, when President Clinton received the recommendations of the special committee he had established to consider the problem, he evinced little interest in acting on its recommendations to revitalize public and private support for culture in the US.

In fact, not only did his administration do nothing to rein in the power of such media empires as Time-Warner, but it has actually took up the cudgel on its behalf to assail efforts by other nations to resist the tsunami of US corporate culture.

Given the power of the large media corporations, it is not surprising that the US Executive Office has shown little enthusiasm for trying to hold back the tide of increasingly concentrated corporate control of cultural expression. But there is another and more important reason for the US administration to ally itself with the AOL - Time Warners of the world, and this has to do with importance of cultural and information services trade to the US economy.

For example, U.S. balance-of-trade surpluses in cultural products and services are enormous, and particularly important given the even larger trade deficits that the U.S. runs. For example in 1996 U.S. trade deficits of $183 billion were offset by trade surpluses of $74 billion in the area of services.

To ensure that its cultural trade surpluses continue to grow, the U.S. has seized on international trade rules to enforce the continued domination of global markets by U.S. corporations. In the first three years after the advent of the WTO, seven trade cases have been brought concerning cultural products, all but one by the U.S. on behalf of its media giants.

The first of these cases to be resolved - involved the challenge to Canadian cultural measures intended to protect its domestic magazines and periodicals. Thus Canadian cultural programs have the dubious distinction of being the first to fall victim to WTO rules.[2] Given Canada's long-standing efforts to deal with its particular vulnerability to the hegemony of U.S.

[2]Canada - Certain Measures Concerning Periodicals, Report of the Appellate Body June 30, 1997 - WT/DS31/AB/R.

culture, it is not surprising that Canada would be the first target of U.S. efforts to promote its agenda for establishing greater IPR protection internationally.

The domination of Canadian magazine markets by U.S.-based publications is not a recent phenomenon; in fact, it has existed since the first decades of this century. (In 1925, for example, U.S. magazines sold in Canada outnumbered Canadian publications by a margin of 8:1)[3] . And, for just as long, Canadian governments have sought, with varying degrees of determination, to prevent Canadian publications from being entirely swamped in a sea of U.S. print media.

In the mid-1960s, the Liberal government of the day, firmly committed to strengthening Canadian cultural institutions, established import tariffs under the Customs Act to ensure the viability of at least a small number of Canadian magazines. The tariffs were specifically designed to address the problems created by "split-run" U.S.-based magazines.

A "split-run magazine" is a spin-off of a parent publication, designed for a particular regional or niche market. As spin-offs recycle much of the editorial content of the parent, they are relatively inexpensive to produce, so advertising space in the typical split run can be offered at a substantial discount. This is obviously a bargain for advertisers seeking to reach that particular regional or niche market, but a disaster for local publishers competing for those advertising dollars, while covering the higher cost of producing original publications.

In an attempt to level the playing field for Canadian publishers, the federal government effectively imposed an import ban on split-run magazines. To reinforce this prohibition, amendments to the Income Tax Act were also made, prohibiting Canadian companies from deducting the costs of advertising in non-Canadian publications. By all accounts, the measures worked: Canadian publications grew substantially in number and circulation, and the regulations created a truce between U.S. and Canadian publishers that endured for nearly three decades. [4]

This is not to say that U.S. magazines were denied an ongoing and prominent presence in Canada. In 1992-93, for example, U.S. magazine exports to Canada were worth more than $600 million; Canada provided 80% of the foreign market for these publications. However, by the early 1990s, U.S. publications had been consolidated under the control of a handful of very large media corporations. As U.S. media markets had long been saturated, new growth opportunities had to come through global expansion.

This in part explains why one of the world's largest media conglomerates, Time Warner, announced in April 1993 that it would be publishing six "special editions" of Sports Illustrated

[3]Ted Magder, Franchising the Candy Store: Split-Run Magazines and a new International Regime for Trade in Culture, in Canadian-American Public Policy, the Canadian-American Center, the University of Maine, Number 34: April 1998, at p. 49. [4]Idem, p. 27-28.

in Canada, electronically transmitting the content from the U.S. to Canada, where it would be printed and distributed. Canadian advertisers in these editions could purchase a full-page ad for roughly half the cost of comparable space in editions prepared for regional U.S. markets.

Faced with a direct challenge to the ban on split-run magazines, the federal government scrambled for a response. Thus in June 1996 the government tabled legislation, which would impose an 80% excise tax on the gross advertising revenue of split-run magazines. To counter charges that it was discriminating against U.S. publishers, the excise tax would be applied to magazines distributed outside Canada, including those published by Canadian publishers.

Not unexpectedly, Time Warner took a dim view of the bill, and warned the federal government off its proposed legislation. But, when Canada proceeded anyway, the U.S. government galloped to the rescue of one of its most influential corporate citizens and filed a complaint under the WTO. Casting aside the putative support for Canadian cultural sovereignty, the U.S. invoked the new and powerful dispute

processes of the WTO to assail all Canadian programs covering split-run magazines, including some that had been in place for decades.

While several technical issues were argued, the essential thrust of the U.S. complaint was that Canada was discriminating against U.S. split-run magazines in favour of its own domestic magazine and periodicals industries. Canada, it argued, was in breach of WTO obligations to provide "national treatment" to Time Warner products under WTO rules.[5]

To win the case, the U.S. would have to succeed with an argument that it had been unsuccessfully advocating in the international arena for decades - that information and other forms of cultural expression are essentially commodities and should be treated just like other goods or products. In this particular instance this meant persuading the WTO dispute panel that magazines should be subject to the trade in goods provisions of the GATT: a magazine was a magazine regardless of its origin, content or perspective. As the Office of the United States Trade Representative put it, the case had "nothing to do with culture. This is purely a matter of commercial interest." [6]

Of course, Canada protested: surely a magazine's content should be considered a distinguishing feature. A magazine developed specifically for a Canadian readership, published by a Canadian company, and written from a Canadian point of view could not, it argued, be considered "like" one developed in and for another cultural, political, and social context.

[5] "National Treatment" is one of the guiding principles of the WTO framework, and is set out in Article III of the General Agreement on Tariffs and Trade (the GATT). The General Agreement on Tariffs and Trade (1994) (the GATT) reproduces the essential elements of the GATT 1947, and comprises the framework upon which other WTO agreements are built. National Treatment requires WTO members to accord to the goods of all other WTO members non-discriminatory treatment relative to those produced domestically. [6]Maclean's, Raising the Stakes Over Magazines: Washington Threatens Trade War, Jan. 25, 1999.

To support its case, Canada stressed the importance of advertising revenues to Canadian periodical publishers, and described the direct correlation between circulation, advertising revenue, and editorial content: the larger a magazine's circulation, the more advertising it could attract. With greater advertising revenue, a publisher would be able to spend more on editorial content. The more the publisher spent, the more attractive the magazine would be to its readers, the greater its circulation, and so on. Conversely, the loss of advertising revenue would produce a virtual death spiral: declining editorial content, reduced readership, and a further reduction in the ability to attract advertising.

Not only was the WTO's Appellate Body (AB) unmoved by Canada's arguments, but it actually used them to buttress its conclusion that U.S. and Canadian magazines were in direct competition and therefore "like goods" within the meaning of Article III of the GATT. The AB made repeated reference to earlier trade decisions concerning alcoholic beverages and beer, in which trade panels had dismissed the notion that differential treatment of goods might be justified because of a beverage-particular characteristic. Adopting a purely market-oriented approach to the issues before it, the AB took pains to explain: "The GATT is a commercial agreement, and the WTO is concerned, after all, with markets." Thus, what was true for beer is true for cultural "goods": if they compete, they are alike.

Thus under WTO rules, a news-magazine is a news magazine, regardless of its

character, orientation, or national perspective. One can only assume that the same principles would apply to other forms of cultural expression: a newspaper is a newspaper, what difference could national orientation and subject matter make? As has now become the norm for WTO decision making, the court of last appeal under the WTO demonstrated a stunning ability to keep its focus on trade policy objectives, no matter how skewed its reasoning might appear in the larger view.

By so clearly treating magazines as tradable commodities rather than forms of cultural expression, the WTO also set the stage for further trade challenges to other forms of cultural protection. Moreover, in rejecting the argument that editorial content is a distinguishing feature of periodical publications, the WTO ignored the significance of the full play of diverse opinions in democratic societies. The implications are chilling.

It is not necessary to delve into the esoterica of trade dispute resolution to appreciate what this case was actually about. Or perhaps, more appropriately, what it wasn't about. Because the periodicals dispute was not about the world's largest media corporation adding a few points to the circulation figures of one of its numerous publications. Rather the US saw in this parochial dispute over the regulation of magazine advertising revenues, an opportunity to win two much bigger prizes. The first was the treatment of intellectual property as just another commodity under international law. The second, was the deployment of an effective enforcement regime to guarantee proprietary, and inevitably corporate, claims to this new commodity.

Thus, 75 years after Canada first adopted measures to protect Canadian magazines, the onslaught of WTO disciplines finally defeated its efforts to preserve these important cultural programs. But viewed from an international perspective, the Canadian periodicals case really must be seen as a watershed in the establishment of an international regime to provide for the protection of intellectual property in precisely the same way as it would any other good or commodity.

United States "Fairness in Music Licensing Act"?

The first WTO case to consider issues of copyright protection involved a challenge by the European Communities (EC) to provisions of the US Copyright Act establishing certain limitations to the exclusive rights of copyright holders.[7] Ss. 110(5) of the Act, as amended by the "Fairness in Music Licensing Act, created exemptions for small commercial establishments that were not, so the US claimed, "of sufficient size to justify, as a practical matter, a subscription to a commercial background music service".[8]

However, the exemptions would apply to a reasonably diverse community which ranged from individuals who merely turned on a radio or television in a public place, to a significant number of commercial establishments including bars, shops and restaurants, none of which would be liable to pay royalty fees as long they fell within certain size restrictions.

[7]United States - section 110(5) of US Copyright Act, (WT/DS160/5 of 16 April (1999). [8]Conference Report of the House Committee on the Judiciary, Subcommittee on Courts and Intellectual Property, H.R. Rep. No. 94-1733, 94th Congress., 2nd Session 75 (1976), as reproduced in Exhibit US-2.

Nevertheless, the amendments represented a compromise that had been reached as part of a bargain which extended, in other ways, the proprietary rights of copyright owners. Understandably, that political compromise hadn't included the interests of

foreign copyright holders who now had an opportunity to turn to the WTO with their complaints.

Thus the European Community invoked WTO rules to challenge these domestic US measures, which it argued would have far greater economic impact on the interests of foreign copyright owners, than the US was willing to acknowledge. In fact the extent to which this exemption represented a significant economic cost for the complainants varied dramatically depending on which whose estimates you preferred. The same disparity existing between EC and US estimates about the extent of US market share that EC rights holders might claim to have.

For example: according to US estimates the actual losses to EC rights holders were very modest - by its account less than $500,000 annually - an impact radically smaller than the $53.65 million annual price tag the EC pegged its revenue losses at. [9]

It is also worth noting that the complaint would have certainly been applauded by the US corporations that had resisted the exemptions that had been part the domestic bargain. But whatever the motivation, or merits of the EC complaint - the most important consequences of this trade dispute devolve from what the panel had to say, or didn't say, when for the first time copyright issues were considered within the framework of the TRIPs Agreement.

[9]Note 7, p.65.

However, before I examine how the panel addressed these issues however - I should set the stage.

The legal framework

The substantive provisions for the protection of copyright are set out in Articles 9-14 of the TRIPS Agreement. Article (9)1 of the TRIPS Agreement obliges WTO Members to comply with Articles 1 to 21 of Berne Convention. Article 12, further provides a minimum term of protection of for many copyrighted works as the life of the author plus 50 years.

Article 11bis(1) of the Berne Convention grants the authors of literary and artistic works, including musical works, the exclusive right of authorizing not only the broadcasting and other wireless communication of their works, but also the public communication of a broadcast of their works by loudspeaker or any other analogous instrument. Article 11(1) of the same Convention grants the authors of musical works the exclusive right of authorizing the public performance of their works, including such public performance by any means or process, and any communication to the public of the performance of their works.

Article 9(2) of the Berne Convention bans the imposition of limitations on, or exceptions to, the reproduction right except in special cases when such limits or exceptions do not conflict with a normal exploitation of the work and do not unreasonably prejudice the legitimate interests of the right holder. Article 13 of the TRIPS Agreement, makes this provision applicable to all other exclusive rights in copyright and related rights.

The US asserted that Article 13 clarified and articulated the "minor exceptions" doctrine of the Berne Convention, and that the Fairness in Music Licensing Act fell within these parameters. The European Communities argued they did not.

The WTO panel decision - which ran to more than 250 pages - offers a detailed review of these and other elements of US copyright law against the benchmark of WTO and Berne obligations. When the smoke of this lengthy and esoteric analysis finally cleared, we learned that the panel has created a saw-off, finding some, but not all, of the exceptions set out in US copyright law to be in breach of US obligations under the WTO. While the panel found the most important and commercial exemptions of this US law to be in breach of WTO rules it also concluded that as far as:

the playing of dramatic works through homestyle apparatus [was concerned] the panel failed to see how these would "acquire such economic or practical importance that it could cause an unreasonable prejudice to the legitimate interests of rights holders. [10]

[10]Note7, p 84.

However, the most significant aspects of the case are not its conclusions, but rather how the panel arrives at them. Of particular concern are the panel's views about the issue of non-commercial use within the TRIPs Agreement. There are two preliminary issues that are also noteworthy, because they consider the rights of third parties, and the burden of proof when allegations are made about non-compliance with WTO obligations. I will briefly touch on these before examining how the panel dealt with the difficult and complex issues of resolving the competing policy goals that underlie all intellectual property requires.

Third Party Interventions and WTO Panel Practice

As had occurred once before in United States - Import Prohibition of Certain Shrimp and Shrimp Products,[11] (the Shrimp Turtle dispute), the panel was confronted with unsolicited submissions from a third party. In this case the supplicant was the American Society of Composers, Authors and Publishers, whose clientele obviously had a rather considerable interest in the outcome of the trade dispute[12]. ASCAP didn't concur with the position being taken by its government and wanted to make its position known to the panel.

The EC objected. The authority of panels was limited, it argued, to the consideration of factual information and technical advice from non parties and therefore precluded any consideration of the views of individuals and groups on legal or policy issues. While the United States supported the right of private parties to make their views known to WTO dispute panels, at least in principle - it was not keen to have ASCAP's views considered in this particular instance.

Conscious of concerns about the secrecy of WTO processes, panels have been somewhat circumspect in dealing with third party submissions, but to this date have steered clear of actually taking them into account. Thus, as it had in another WTO dispute, the Panel decided to skirt the issue by indicating that it would "not reject outright the information contained in the letter from the law firm representing ASCAP," but added. "while not having refused the copy of the letter, we have not relied on it for our reasoning or our findings."

The Burden of Proof in WTO Cases

The other preliminary issue that the Panel addressed concerned where the burden of proof would lie for establishing whether the US was in breach of its obligations. The EC contended that it merely had to establish that US copyright reforms were inconsistent with any provision of the TRIPS Agreement (including those of the

Berne Convention (1971) incorporated into it). Once such inconsistency was established (or admitted), the burden would rest with the US to invoke and prove the applicability of an exception[13].

[11]Appellate Body Report on United States - Import Prohibition on Certain Shrimp and Shrimp Products, adopted on 6 November 1998, WT/DS58/AB/R, paragraphs 99-110. [12] In this case the letter from a law firm representing ASCAP was actually written to the United States Trade Representative and only copied to the Panel, a point it notes. [13]First written submission by the European Communities, paragraph 74; and the second written submission by the European Communities, paragraph 34.

Following earlier precedent, the panel agreed, placing the burden of proof on the EC for establishing a prima facie violation of the basic rights provided by the copyright provisions of the TRIPS Agreement. If it did so, the burden of proof would then shift to the United States to establish that its domestic law was nevertheless justified as an allowable exception to its obligations under the TRIPS Agreement.

However, quite apart from allocating the burden of proof in this way, a review of panel jurisprudence suggests less than even-handedness when it comes to judging whether these respective burdens have been discharged. As for purported violations of WTO requirements, panels have been quick to judgment, often demonstrating a liberal and expansive interpretation of WTO rules. But the same can't be said of the approach panels have taken to the exclusionary provisions of this trade regime that might otherwise have allowed nations some latitude in fashioning their national policies and laws. This explains why it has been virtually impossible for countries to claim the benefit of any exception to WTO requirements.[14] The US copyright case would be no exception.

Non-commercial Purposes and the Public Interest.

However what may be the most important aspect of this WTO decision barely consumed a moment of the panel's attention, because in the 250 plus pages of this judgement, very little is said about the scope for making non-commercial use of intellectual property. And yet it is the need to balance private proprietary claims and the broader public interest - or, in other words, to reconcile commercial and non-commercial values, that lies at the heart of public policy concerning the protection of intellectual property.

Thus, having quickly found the US to be in breach of its obligations under Article 9 of the TRIPs Agreement, the panel turned its attention to US claims that its copyright reforms should be considered a minor and permissible exception under both the rules of the Berne Convention and WTO disciplines. The EC objected, arguing that any exceptions to the copyright claims of authors and composers would have to be of a non-commercial nature. As it submitted, minor reservations should be:

> limited to public performances of works for religious ceremonies, military bands and the needs of the child and adult education. All these uses are characterised by their non-commercial character..... But even if one were to argue that these three instances were only illustrative, their common features consist in being for non-commercial activities and for a well-defined social purpose. Given that Section 110(5) Copyright Act is directly intended to serve commercial interests by the use of the copyright works in commercial establishments for the enjoyment of customers with the objective to enhance turnover and profit neither of these common characteristics can be found in Section 110(5) Copyright Act.

[14]The cases that illustrate this apparent bias involve attempts by nations to rely upon the exceptions set out in Article XX of the GATT concerning the protection of animal, plant and human life, and the conservation of natural resources. There is a yet no reporting decision sustaining such a defence. See this author, "A Citizen's Guide to the WTO," Lorimer and the Canadian Centre for Policy Alternatives, 1999.

In support of its argument, reference was made to WIPO materials that offered guidance to developing countries about how to provide for free and non-voluntary licenses within the limits of the Berne Convention.[15] According to this model free uses could include:

a. use of a work for one's own personal and private requirement;
b. quotations compatible with fair practice and to the extent not exceeding that justified by the purpose;
c. the use of a work for illustration in publications, broadcast or sound or visual recordings for teaching, provided that such use is again compatible with fair practice and that the source and the name of the author are mentioned by the user;
d. the reproduction in the press or communication to the public of articles on current economic, political or religious topics published in newspapers or periodicals and broadcast works of the same character, provided that the source is indicated by the user and such uses were not expressly prohibited when the work was originally made accessible;
e. the use of a work that can be seen or heard in the course of a current event for reporting on that event;
f. the reproduction of works of art and architecture in a film or television broadcast, if their use is incidental or if the said work is located in a public place;
g. the reprographic reproduction of protected work, when it is made by public libraries, non-commercial documentation centres, scientific institutions and educational establishments, provided that the number of copies made is limited to the needs of their activities and the reproduction does not unreasonably prejudice the legitimate interest of the author;
h. the reproduction in the press or communication to the public of political speeches, speeches delivered during legal proceedings, or any lecture or sermon delivered in public, etc, provided that the use is exclusively for the purpose of current information and does not mean publishing a collection of such works.

Unfortunately the panel expressed little interest in this crucial point, dealing with it almost summarily and concluding that it was:

> .... not in a position to determine that the minor exceptions doctrine justifies only exclusively non-commercial use of works and that it may under no circumstances justify exceptions to uses with a more than negligible economic impact on copyright holders. On the other hand, non-commercial uses of works, e.g., in adult and child education, may reach a level that has a major economic impact on the right holder. At any rate, in our view, a non-commercial character of the use in question is not determinative provided that the exception contained in national law is indeed minor. [16]

[15]Tunis Model Law on Copyright, which has been adopted in 1976 (i.e. after the last reference to "minor reservations" at the diplomatic conference in 1967). [16] Note 7, p. 58.

While it may have had a point with respect to the significance of economic impacts

associated with certain non-commercial uses - there are some obvious questions, and answers, which should have followed:

- At what point would economic impacts for a copyright owner be so great as to negate the societal benefits associated with making information freely available for such non-commercial purposes as adult and childhood education?
- Should the balance of these competing interests shift with the character of either the rights holder, or the beneficiaries of making certain IP freely available. For example should the line be drawn in the same place when the rights holder is a large media corporation and the users, students in a developing country. Conversely, where the balance lie between the competing interests of an individual author and a wealthy US university?
- Do the types of users suggested by the Tunis Model Law reflect those, that at least for developing countries - the WTO would be willing to accept?

At the heart of these questions is the balance that must be preserved between private right and public interest - a balance so fundamental to the basic character of a civil society that they have been given expression in the UN Universal Declaration of Human Rights:

> 27(i) Everyone has the right freely to participate in the cultural life of the Community, to enjoy the arts and to share in scientific advancement and its benefits.
>
> 27(ii) Everyone has the right to protection of the moral and material interests resulting from scientific, literary and artistic production of which he is an author.

EC submissions clearly invited the panel to address the challenge of balancing the competing claims of proprietary rights and the public interest. Regrettably the panel showed scant awareness of the policy framework which should have at least informed, if not guided, it deliberations. Rather it ignored the public interest dimension of arguments made by the EC and supported by other intervening nations, choosing instead to simply reduce the issues before it - to ones involving the competing claims among private commercial users. Thus less than two paragraphs of its very lengthy decision are devoted to addressing the issue of non-commercial use.

Thus the WTO's first opportunity to consider trade disciplines incorporating one of the most important WIPO conventions, devolved quickly to a technocratic exercise of measuring the physical characteristics of the environment and the loudspeaker technology used in the unlicensed broadcasts that were at issue. As has now become the pattern with trade dispute resolution under the WTO - panels have shown such a myopic preoccupation with the trade liberalization goals of the regime, that all other competing policy perspectives are scarcely considered.

Beyond missing a critical opportunity to demonstrate some sensitivity to the broader policy context within which WIPO conventions reside, the implication of the panel's approach is that exemptions to the rights of copyright holders will be viewed by the WTO entirely in terms of the economic impact such unlicensed use may have. Once that use reaches a certain economic threshold, no exemption will be permitted to the exclusive rights of a copyright holder. It will matter not whether that use is being offered as a public service by a not-for-profit provider, or for entirely commercial reasons. Neither would the relative needs, or wealth of the potential beneficiaries of such free access, enter the equation.

As we know, judicial institutions play a fundamental role in shaping the policies and laws of most societies. What we can observe in the US Copyrights case, a dramatic

shift in decision making authority from WIPO to the WTO with respect to matters of intellectual property protection. As can be seen from the panel's response to this challenge, a great deal of the public policy complexity that should inform decisions about intellectual property protection is likely to be lost in the transition. In their stead will be the dollars and cents of competing commercial interests, as increasingly large corporations consolidate their dominion over global information resources.

Conclusion

I have taken the time to relate the details of these two WTO disputes because they provide the most persuasive evidence of the enormous influence this regime will have in shaping national and international policies and law as these relate to intellectual property protection. WTO rulings will not be ignored, because of the costs of doing, even for the wealthiest nations will be too high.[17]

Unfortunately the rules of the TRIP s and other WTO Agreements were the product of highly secretive negotiations processes informed almost exclusively by the views of large corporations with a significant stake in global markets. Not surprisingly trade rules often reflect an unleavened corporate agenda. In the area of intellectual property protection these include: (1) the establishment of a comprehensive, universal and enforceable regime for the protection of intellectual property rights in accordance with US legal norms, and (2) the elimination of competing - read public - information service delivery systems.

Of these two objectives, the first has to a significant degree already been accomplished. This is clear from the cases described here. In the Canadian Periodicals case we have seen how WTO rules have been invoked to transform information, and other forms of cultural expression into commodities to be regulated like any other product or good. In the case of US Copyright law we see the WTO dispute process reveal the same indifference to non-commercial values or policy perspectives.

As the goal of privatising the delivery of information services, which will obviously be of great interest to public libraries, work is still in progress and now being pursued as one aspect of efforts to complete the rudimentary framework of the General Agreement on Trade in Services (the GATS) which has already been incorporated within the WTO framework. In choosing a topic for

[17] It is not unusual for the WTO to assess trade sanctions in the hundreds of $millions. In the split-run magazine case, when Canada was too slow the implement the WTO ruling, the US threatened to impose retaliatory sanctions in the order of $300 million, and applied strategically to exports from key Canadian political constituencies, such as steel from the riding of its Minister of Culture and Heritage.

today's talk I was torn: should I talk about the damage already done by WTO rules, or talk about the challenges which are now only unfolding. I chose the former, on the assumption that many of you might still be unfamiliar with the WTO, or know little of the trade disputes I described.

For some time, I have considered these disputes to be a mixed blessing, because without this tangible evidence, a critique of WTO policies and disciplines often seems far-fetched. How could nation states willingly cede sovereignty to the extent WTO rules require? Why would they empower unaccountable international tribunals staffed by experts in international trade (but with few if any other qualifications), to sit in judgment of a diverse array of domestic policies that may only tangentially

effect international trade? Why would WTO rules take precedent when conflicts arise with other international conventions and protocols, such as those dealing with environmental protection, or basic human rights?

There is no better proof of these admittedly astonishing propositions than to recount the decisions of WTO trade dispute bodies. While the cases I relate here, have attracted less notoriety than challenges to US marine mammal protection laws, or European food safety standards, their implications are obviously just as far reaching.

The TRIPs and GATS Agreements represent the embodiment of a corporate vision of globalization that: offers no space for communal or public ownership; regards diversity as unwanted competition that must either be acquired, or eliminated; and, dismisses the notion of public service delivery as a quaint anachronism that must give way to the corporate imperatives of growth, and profit maximization.

The GATS Agreement represents a critical dimension of this corporate enterprise and is only now in the works. Because the GATS defines services in such an expansive way to include almost anything you can't drop on your foot, and because its essential objectives are to de-regulate and privatise all services - current GATS negotiations must become a priority for everyone with doubts about the wisdom of this corporate agenda.

It seems to me that there is particular role for librarians to play as well, and not just as the defenders of public libraries, although without your determined intervention I fear the era of such public institutions, which emerged only a little more than a century ago, will not survive very much longer. But there is another and equally important service you can provide, which would be to provide effective public access to the complex, obscure and often secretive reports, submissions, studies, and negotiating texts which comprise the record of contemporary trade negotiations and dispute resolution. There is great need to find ways to reveal this vital information which far too often has been shrouded from public view.

Finally, I will conclude by saying that I believe there is a need for an international rules based system of trade - for international agreements as well, about intellectual property, culture, biodiversity, human rights, food security and climate change. But these agreements must reflect the views and interests of all in society, and not simply the priorities of the world's largest corporations. If this is to occur, it is up to all of us to impress upon our governments that the dynamics of international trade negotiation and dispute resolution must now be fundamentally overhauled.

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Building smart communities: what they are and how they can benefit blind and visually impaired persons

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Paper

1. INTRODUCTION

Smart community initiatives offer the potential to enhance social, cultural and economic development for blind and visually impaired people that no one could have imagined as recently as a few years ago. For the first time in history blind and visually impaired people can hope to receive the level of information services that the general population takes for granted. However, this potential can only be realized by creating smart communities by and for blind and visually impaired people. This can be done in two ways. One way involves creating a public policy framework that supports the appropriate technology requirements and is based on a service base provided through charitable institutions. The second way is to tie the needs of blind and visually impaired people to the commercial, infotainment sector and take advantage of the power of commodification. The first way represents the status quo. The second way requires a radical break in established norms. Both ways are based on the development of smart communities for blind and visually impaired people.

2. DEFINITION AND DESCRIPTION

Smart communities are a new and evolving concept. "Smart communities" are defined as:

> Communities that provide an advanced communication and information infrastructure and that enables residents and organizations to make good and independent use of these technologies. To be "smart" the use of technology must be interactive or must lead to a transaction, that is, on-line activity must be more than a passive act. The members of smart communities must be able to use the technologies to transform information into knowledge.

The definition of a smart community for blind and visually impaired persons would be expanded to include:

> Communities that enhance the new technologies by:
> * including the use of adaptive technologies and the requisite standards that enable the creative use of technology through the conversion of electronic files to the alternate formats, such as reading machines that can convert printed text to spoken word or braille, and screen readers that can read online books from the Internet or from computer disks.

The key elements of a smart community are:

- Technology: the tool that enables a smart community to function.
- Digital Content: the building material.
- Relationships between people: the glue that holds the smart community together.
- Interactive/Transactional applications: the processes that give smart communities a purpose.

The success of a smart community initiative is dependent on:

- the rethinking of community
  Smart Communities must think of "community" in a different way. Local communities must see themselves as largely self-governing and they must see themselves as "part of an interlinked global community." Blind and visually impaired people must approach smart technologies as a unified, self-governing and interlinked global community.
- an effective information/innovation interface.
- a high level of education.
- the capability to self-educate long after the formal education process has been completed.

A smart community is animated by:

- the free and open flow of information
- the able, creative and extensive use of advanced digital information and communications technologies.
- extensive interpersonal communications
- the connectedness of information-skilled people to each other
- global communications
  Global communication networks have enabled us to communicate on a regular basis with other people around the globe. Global communications have expanded our social, cultural and economic circles. Both large and small companies that in the past conducted their businesses in limited, local environments are now doing business around the globe. Social, cultural and economic globalization will continue.
- multi-partner approaches
  Smart community initiatives must be approached in a collective and coordinated way. This is particularly true of the blind and the visually impaired community. Individually, the blind community or the visually impaired community does not have the resources to successfully initiate a

smart community initiative.

If the blind community approaches smart community development in a fragmented, competitive way, it will not be able to benefit from them. The coordinated, multi?partner approach to dealing with information technology trends is one of the defining characteristics of the smart community movement and one of the major tasks of any smart community initiative.

The blind community must partner with the visually impaired, learning disabled, and physically disabled community at a minimum in order to initiate a successful smart community initiative.

3. APPLICATIONS

Smart Communities are built upon a foundation of exciting, life?enhancing smart applications that use existing and emerging technologies. These technologies are most typically applied to the areas of:

- Health/Medicine
- Environmental Management
- Employment: Telework and Telecommuting
- Education and Learning
- Transportation Information
- Social Services
- Law and Public Safety
- Housing
- Tourism
- Access to Government
- Community Networks
- Resource Sectors

One word about employment in the smart community. "More than 60 percent of the new jobs in the future will be computer and Internet related, and without computer skills, minorities and other marginalised people will become even more estranged from opportunities that help define one's quality of Life." Employment for blind and visually impaired people rests with smart technology.

4. BARRIERS

The major barriers to the development of Smart Communities of blind and visually impaired people are:

- that people who could use technology in an interactive way are being denied access to it because their needs are not fully considered in the IT society. Limiting technologies such as graphical user interfaces and mouse-driven systems reduce access.
- lack of awareness and information about assistive technologies
- lack of skills; lack of sources of specialized instruction
- lack of sufficient understanding of the potential of the technology vinadequate access to high bandwidths
- cost

5. AN ACTION AGENDA FOR BUILDING SMART COMMUNITIES

The building of smart, connected communities is a dynamic and ongoing process.

Each community is different in terms of background and priorities. Built on solid local infrastructure and partnership arrangements, smart communities bring people together to solve mutual problems and support and build on existing relationships.

The following action agenda will help with the development and sustainability of smart community initiatives.

5.1 Vision: Develop and Communicate a Clear Vision

The Blind and Visually Impaired Community must agree upon a new and clear vision that will guide the development of a smart community. The new vision should include:

- full and equitable access to library services for blind and visually impaired people.
- the products and services provided for and by the smart blind and visually impaired community are of use and value to other communities

5.2 Community Engagement

Engagement is the process of collectively identifying community strengths and weaknesses, matching solutions with problems and sharing expertise with others toward the goal of ensuring that a significant percentage of community members will benefit from any Smart Community initiative. Individual blind and visually impaired people must approach smart community development as members of a larger, engaged community. No one else can do this for you, and it cannot be done for you by a select, representative group. It requires significant community participation.

5.2.1 Conduct an Inventory/Needs Assessment Conducting a needs assessment is one of the fundamental elements of developing a Smart Community. The collective expression of need by the community must be analyzed in order to set priorities for the Smart Community initiative.

A new smart community initiative should begin by:

- conducting an inventory of what is, with an emphasis on accessible web sites and accessibility products,
- conducting a needs assessment to determine what people want from a smart community initiative. Needs assessments determine the content and applications that people, companies and organizations need to be connected to and the content that should be created to enable people to benefit from the smart community.

5.3 Smart Services

Smart services are services that are informative, interactive, innovative, improving and international in scope. Smart services enrich the lives of members of a Smart Community by enabling them to meet the business and personal challenges of the information age through the use of information and communications technology. Smart services provide networked communities with interactive software and multimedia content that is delivered through secure and private in-home, at-work or community access facilities to improve the overall economic, social and cultural well being of a community.

Each community will have to develop a suite of smart services or applications that accurately reflects the developmental priorities of the community.

Smart Services for the Blind and Visually Impaired should be:

- commodified and taken out of the charitable sector. They could be provided by the nonprofit or social sector.
- turned into mass market products and services (digitized voice)
- based on sensory-rich production, which includes the senses of hearing and touch, and high level of entertainment (broad marketability).

The Internet and the Web have become commodification and commercialization drivers. Although much of the early discussions around the Internet involved the concepts of equity and empowerment through public policy and government legislation, this has changed considerably in the past few years. The focus is on commercialization and commodification of information-based products. If the Blind and visually impaired community wants to be a smart community and take advantage of the new paradigms offered by the new technologies, the community will have to focus on commercializing their requirements rather than presenting arguments for equity based on a concept of public obligation or responsibility.

To commercialize and commodify the requirements of the blind and visually impaired smart community will take a great deal of imagination and innovation.

The innovation must include seeing the smart blind and visually impaired community in much larger and different terms. For example, this smart community must include other groups of challenged individuals such as those with dyslexia or physically limiting disabilities. The blind and visually impaired community must partner with other communities that have the same or similar requirements from the new technologies. This smart community must see itself in global terms, rather than one restricted to a national area. It will be important to create the critical mass necessary to build a market that will support commodification and commercialization. I think that the key will be to convince enough sighted people, especially at the executive level, that they don't want to have to type in everything they wish to communicate and that they don't want to suffer ongoing eyestrain from the continuous reading of material on screens. Some of the current overwhelming information flow in print must be redirected to the audio and tactile senses.

Of course, there is likely to be strong opposition from the established nonprofit industry and bureaucracy that has been established to serve the blind and visually impaired. The commercial approach represents a radical departure from the current charitable approach, but then the Internet has radically changed the approach to how we do things in many ways.

5.3.1 Principles for Smart Services Smart Services should be based on the following six principles:

Principle 1: Smart services result in transactions; content must lead to transactions. In this context, a transaction is defined as a series of web-based interactions that result in the completion of a process. A transaction is more than interactivity. For example, being able to check a library catalogue on-line and verify the location of a book is an interactive service. Being able to actually order the book and have it delivered is a transaction, or a 'smart' service.

Principle 2: Relationships drive transactions

Principle 3: Smart Communities give away/share information

Principle 4: Smart Communities must facilitate community transactions / interactions

Principle 5: Smart services are cross-sectoral, that is, they are not restricted by

functional, organizational or jurisdictional borders.

Principle 6: Smart services provide services or information at the level required by the user, which drill down to the required information level, and they provide the level of service detail that is required by the user.

5.3.2 Accessible Web Portals Smart communities should increase the ease and equity of access to timely, well organized (simple, clear, user-oriented) comprehensive applications and content resources and services. In a web-based environment the best way to provide easy access to information is through Web Portals.

The Portal should:

- provide an easy-to-use index to existing resources
- provide access to web sites with full-text
- be easy to update and change so that organizations can amend their information and links without substantial technical expertise
- be based on universal design principles that "are usable by people with the widest range of abilities, operating within the widest range of situations (environments, conditions, and circumstances)."
- be governed by established policies that address ethical, liability and copyright issues. For example, policies regarding Terms of Eligibility and Appropriate Use will be essential.

5.4 INFRASTRUCTURE: Build an Accessible Information Technology Infrastructure.

"Infrastructure" includes the computer networks, systems and hardware and software necessary for a smart community. Smart infrastructures combine high-speed, two-way communications capabilities with an Internet Protocol (IP) network and sufficient bandwidth to support the services needed by a community.

5.4.1 ACCESS - Provide equitable and affordable access Smart communities for the Blind must ensure that everyone who is blind or visually impaired:

- is connected and has access to the new computer and adaptive technologies. Home access must be the goal.
- has the opportunity to learn the information technology skills they need.
- has access to accessible Internet access sites with adaptive technology if they do not own computers, have connectivity etc.
- has access to technology that is not dependent on using a mouse
- has access to assistance with access and connectivity.

5.4.2 Adaptive Technology Readily available computers and adaptive technologies are essential if blind and visually impaired persons are going to create smart communities.

The term `adaptive technology' refers to any device, computerized or mechanical, that enables blind or physically disabled people to use printed or digital information.

Adaptive technology includes:

- screen readers (software) interfaced with voice synthesizers (hardware)
- braille printers/braille display
- screen magnification systems
- magnification systems

- voice recognition systems/ speech synthesizers
- breath-controlled typing and point and click systems
- closed captioning
- audio descriptioning

Wherever possible smart community development for blind and visually impaired people should rely on off-the-shelf hardware and software.

5.4.3 High Speed Connectivity Plan Smart communities must build a high speed data and Internet Protocol (IP) network that serve the community.

A High Speed Connectivity Plan should include recommendations regarding:

- high speed backbone which will provide affordable access to public and private institutions
- sufficient bandwidth to deliver audio products and teleconferencing; tele-conferencing capabilities will enable services, such as, distance education offerings, virtual job interviews, virtual medical consultations or tele-health
- fibre-optic, wireless, and satellite-based connectivity options
- scalability, compatibility, integration
- extending highspeed data access lines throughout the community especially in those areas that currently don't have high speed access
- linkages to major institutions
- building the technological capacity that will encourage business and economic growth in the new economy in the area. This economic growth will result in an increase in the number of good quality jobs that are available in the knowledge-based economy.

5.5 Training and Education: Train people to use the information technologies in creative and innovative ways

Smart Communities should ensure that basic training in the use of the Internet, World Wide Web and information technology is available and affordable. When possible, and in certain economic circumstances, basic training should be free. Formal training programs located in accessible technology learning centres should be supplemented by volunteer mentors and onsite trainers that would be available to help people at public access sites. A regional help desk should be established to help people with basic connectivity problems.

5.6 Strategic Partnerships: Build a Coordinated, Multi?member, Community?wide Partnership.

Smart Communities should be built on a foundation of trust and mutual benefits through cooperative ventures and strategic alliances. The partnerships should include current connectivity initiatives so as to avoid duplication of database and web site development. Smart Communities must mobilize all the municipalities and the numerous groups and organizations that will be required to implement this initiative. Partners are needed that:

- can contribute significant resources to realizing the vision
- are already engaged in connectivity and digital content projects
- can provide access to those who do not own their own computers
- can engage people in the Smart Community project

5.7 Identify Smart Community Champions

Individuals who can take charge, with high public profiles, influential, non-political

and with cross-sectoral interests should be identified to champion and implement the Smart Community initiative.

Smart Communities for blind and visually impaired persons should consider a regional approach. In a regional initiative regional leaders should be identified. Regional leaders should work to connect their assets through collaborative initiatives.

Create a Smart Community Leadership Committee
A representative, cross-sectoral Leadership Committee should be created to:

- seek agreement on the vision (mission, values, action plans)
- coordinate community-based development
- develop a collaborative and consensual approach to finalizing and implementing an Action Plan.

5.8 Develop a Business Plan for the Smart Community

A business plan will be required for grant submissions and to gain buy-in from the community, especially the business community. A budget should be developed to support the action plan. Smart communities must look at new approaches and sources for funding.

Conduct Coordinated Research Into, and Develop Applications for, Potential Funding Sources Potential multiple-funding sources will be maximized through a coordinated approach to funding. Coordinated research should be conducted to identify sources of funding that will support connectivity.

6. CONCLUSION

Smart Communities are about creating a community based on a new ethic of cooperation and collective action, shared resources and information. The essential players will include governments, educational institutions, nonprofit organizations, social institutions, local businesses and visionary individuals. Through the power of cooperation and shared knowledge the Smart Community will increase the quality of life and the competitive capacity of the area. Smart Communities are an innovative response to the social and economic changes that have occurred as a result of the dramatic development in information and communications technologies.

A Smart Community is a work in progress that will depend for success upon imagination and commitment.

> "Smart communities require an act of the imagination and what must be imagined is the idea of the smart community itself."

(Adapted from Benedict Anderson's Imagined Communities)

APPENDIX A:

EXAMPLES OF SMART COMMUNITY DEVELOPMENTS

A Municipal Model ? Grande Prairie CyberCity, Grande Prairie, Alberta, Canada
www.city.grande?prairie.ab.ca/home_cy.htm
Grande Prairie CyberCity is a good example of a smart city initiative that is driven by the municipal government. It began as an effort to integrate and share information among municipal departments. The original purpose of the project was to enable the

City of Grande Prairie to discharge its part of the responsibility government has in the development of electronic communications.

The initiative has three principal thrusts:

- X Cooperative deployment of shared high?speed equipment, systems and software providing universal interactive access to data and information,
- X Generation of awareness throughout every segment of the community concerning the opportunities and challenges of living and competing in the Information Age, and
- X Assurance of affordable, managed, interoperable equipment and network connections which are reliable, expandable and secure.

Grand Prairie is using information technology to aggressively promote local economic development. Fibre?optic links installed in all public buildings are enhancing the community's connectivity, allowing the transmission of text, images and multimedia presentations to attract potential developers and investors to set up businesses and create jobs.

A Community?Based Model ? The Lanark County Community Info Net, Lanark County, Ontario, Canada

http://www.lccin.on.ca

The Lanark County Community Info Net (LCCIN) is a not?for?profit corporation with a mandate to

a. undertake public education and provide public access points to allow all citizens of rural and urban Lanark County the use of up?to?date electronic communications and multi?media information systems;
b. improve communications and promote networking among social service agencies, organizations, businesses, schools and special interest groups of Lanark County in order to promote County activities and to avoid duplication of effort;
c. promote and provide funds for education, including continuing education, and promote the development of technical skills to increase opportunities for the development of a highly skilled work force within Lanark County.

Starting in 1995, LCCIN has significantly raised the level of awareness regarding the potential of telecommunications among all sectors of the population in Lanark County and through its promotional activities has caused a greater and earlier use of use of computers and associated technology to occur.

Parthenay, ville numérisée. France

http://www.district?parthenay.fr/sommaire.htm

Parthenay, capitale de la Gâtine, est surtout connue pour son patrimoine monumental qui forme un ensemble cohérent et particulièrement représentatif d'une ville médiévale: château et fortifications, maisons à pans de bois, églises romanes et gothiques.

Le projet "Parthenay, ville numérisée" est né d'une dynamique préexistante de développement local. Depuis 1996, plusieurs espaces numérisés mettant à disposition des ordinateurs connectés à internet et à l'In-Town-Net (District de Parthenay) ont été mis en oeuvre. On y trouve des informations sur la vie de la commune, celle des associations. On y commande un acte d'état civil. On y consulte le cadastre.

Plusieurs espaces de ce type ont été créés dans différents quartiers de Parthenay. Chacun dispose d'animateurs multimédia, spécialistes du domaine abordé, dont le but est de permettre aux utilisateurs d'être autonomes. Particuliers de tous âges, grands parents entraînés par leurs petits enfants, associations, entreprises, administrations les fréquentent. Ainsi, la Maison de la citoyenneté active accueille des chômeurs qui apprennent à rédiger un CV, à rechercher des annonces sur le Net, des informations sur des entreprises, etc.

Parthenay, capital of Gâtine, is known for its monuments which are particularly representative of a medieval city: castle and fortifications, wooden houses and Romanesque and Gothic churches.

Parthenay, the digital city consists of digitized spaces connected to the Internet and the Town-Net (District of Parthenay). Information is provided on the life of the village, organizations. Several on-line services are also provided including access to marital records and a land registry.

Several electronic spaces of this type have been created. Individuals of all ages, including parents and children, associations, companies and government agencies use these sites. For example, the House of the active citizenship provides information for the unemployed who learn how to write CVs, find job ads on the Net, locate information on companies, etc.

Craigmiller Community Information Centre, Edinburgh, Scotland

http://www.ccis.org.uk The Craigmillar Community Information Service (CCIS) is a community-based team project, situated on the East side of Edinburgh that provides information network services to the local community.

Teleport is the new EEC-FUNDED arm of CCIS (http://www.teleport.org.uk. The aim is to provide good basic grounding in computer & IT skills. Teleport trains users in basic software packages and skills - word processing, spreadsheets, databasing, desktop publishing & desktop presentation. Teleport also prides IT-based conference & presentation services. Designed for use by both local community groups and businesses, the conference space is comfortable, spacious, fully IT equipped & available to rent.

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The Origins and the Development of German-Jewish Press in Germany till 1850 Reflections on the Transformation of the German-Jewish Public Sphere in Bourgeois Society

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Paper

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1. The penomenon of a new Jewish public sphere in modern European-Jewish history
2. Germany as the centre of European-Jewish press in the 18th and 19th centuries
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1 The penomenon of a new Jewish public sphere in modern

European-Jewish history

The "modern era" in European-Jewish history has come to be known as the period sometime from the late 17th and 18th centuries onwards. Powerful new movements, above all mercantilism, capitalism and rationalism, began to undermine the foundations of the *ancien régime* and, thus, of traditional Jewish society.

By the second half of the 18th century, on the eve of the French Revolution of 1789, a small group of mostly young Jewish intellectuals made themselves heard who had been born into the new age of European Enlightenment (*Aufklärung*) and now sought to transform it into Jewish *Haskalah*, trying to bridge the economic, social, cultural and intellectual barriers which stood between an emerging bourgeois society and the old medieval Jewish world. Exactly at a point where both the issue of Jewish emancipation was raised for wide-spread discussion all over Europe, and new ideals and forms of both ritual and education (*Bildung, Haskalah*) were adopted in the Jewish realm, the Maskilim, as they called themselves, not only developed a gigantic scheme of re-education for the Jewish masses, but also created a new kind of Jewish public sphere (*Öffentlichkeit*) which, besides printed sermons, novels or theological popularizations, was constituted by numerous, though often short-lived Jewish journals and newspapers.

The emergence of such a public sphere, completely foreign to Jewish traditional society, appears to be one of the most striking features of modern European- and, more precisely, German-Jewish history and was closely related to the formation of a Jewish middle class (*Bürgertum*) in the "age of emancipation" (1780-1870). Once the old structures had been breached or proved to be obsolete, also new forms of communication had to be found which, on the one hand, should provide for a common Jewish forum for the exchange of ideas and information within a politically fragmentated Germany; on the other hand, by adopting German instead of Jiddish as an additional language to Hebrew, disseminate and enforce specifically Jewish issues among both Jewish and non-Jewish circles.

2 Germany as the centre of European-Jewish press in the 18th and 19th centuries

The cradle of European-Jewish press, as it seems, stood in Amsterdam[1] which, from the middle of the 17th century onwards, had developed into the centre of Hebrew typography in Europe. There, in November 1674, the first know issue of a Jewish paper called *Gazeta de Amsterdam* appeared, but except that it was printed in Ladino, containing political and business news for the *Sephardi* community of Amsterdam, there was nothing particularly Jewish about it.[2] For the next 100 years to come, only three more short-lived periodicals in Jiddish - or rather *Juden-Deutsch* (German in Hebrew characters) - and a collection of rabbinical responsa in Hebrew were published.

Around the middle of the 18th century, Germany finally established itself as the new centre of European-Jewish press - and should remain it for more than 1 ½ centuries. Some exponents of the early Berlin *Haskalah*, first of all Moses MENDELSSOHN (1729-86) himself, laid the foundations for a vibrant and fruitful development of German-Jewish press which set the example for all other European states. According to *The Jewish Encyclopedia*, up to 1900, almost 900 Jewish periodicals had been edited worldwide, about 1/5 of them in German

language. The Hebrew weekly *ha-Me'assef* (1783-1812), which reprinted parts of MENDELSSOHN'S earlier *Kohelet Musar* (around 1750/58), marked the beginning of modern Jewish press. As the literary voice of the *Maskilim*, it adopted the model of the so-called "moral weeklies" (*Moralische Wochenschriften*) which had become the most popular form of peridicals during the era of Enlightenment a few decades earlier. This both delayed and accelerated adoption and transformation of general trends in the Jewish realm seemed to be quite typical of at least the first three or four generations of modern "German Jewry" who, up to the middle of the 19th century, tried to catch up with their non-Jewish surroundings.Thus, the new ideal of a Jewish "bourgeoisie of education" (*Bildungsbürgertum*), including the public articulation of specifically Jewish interests through specifically Jewish press organs, was modelled according to the general example.

Hebrew undoubtedly was the language of the *Maskilim*. For them, the use of Hebrew not only represented a renewed means of communication but also the fulfillment of a biblical heritage and promise. The bi-lingual tradition of *Ashkenasi* Jewry should be maintained - but elevated. Purity of style was one of the most prominent aims which should not only apply to Hebrew, but also to Jiddish towards a more purified form of German. Thus, on the one hand, *ha-Me'assef* stood at the beginning of the revival of Hebrew as a modern language which then was transferred to Eastern Europe through periodicals like the *Bikurey ha-Itim* (Vienna, 1820-31) or *ha-Maggid* (Lyck, 1856-92), the latter inaugurating the era of modern Hebrew press. On the other hand, at the beginning of the 19th century, the Hebrew readership in Germany had vanishing almost completely: Except some German supplements of *Ha-Me'assef, Sulamith* (1806-48) was both the first Jewish paper entirely written in German language, and first Jewish paper to appear in one of the European languages, turning to Jewish and non-Jewish readers alike. The development of this "national" Jewish press was closely connected with the course of emancipation in the respective countries: in Western and Central Europe (including Austria-Hungary) the first periodicals appeared already before the Revolutions of 1848/49, in Eastern and South-Eastern Europe only thereafter.

The development of the Jiddish press, however, was largely obstructed by the efforts of the *Maskilim* both in Western and Eastern Europe. Only in the 1860ies, Jiddish papers like the weekly *Koyl Mevasser* (Odessa, 1862-71) - and later even daylies - were published on a larger scale to serve the needs of the Jewish masses in Eastern Europe. The same also applied to the *Ladino* press of *Sephardi* Jewry in Vienna, Paris, the Balkan States and especially Constantinople where - after the *Gazeta de Amsterdam - El Journal Israelith* (1860-71) marked the beginning a short revival till the turn of the century.

3 The development of Jewish press in Germany till 1850

The history of the both Jewish and general press in Germany in the 19th century appears to fall into two major periods by the Revolution of 1848/49 when precensorship was abolished in Prussia and other German states and unprecedented technical innovations like the railway, the telegraph system, the high-speed press or the re-organization of editorial offices came into effect thereafter. Unlike general press, however, Jewish periodicals in Germany underwent a deep crisis in the middle of the 19th century: Out of 14 papers in 1846/47 only 3 survived the year 1850. One of the reasons may be the political unrest (including the fiercest pogroms against Jews of the whole century) which, in contrast to a florishing daily political press (which there never was on the

Jewish side), also strongly affected German book-trade. Only in 1851, the first new, but rather long-lived Jewish periodicals were founded.

Up to 1850, probably 42 Jewish periodicals appeared on the territory of the German states (which, in 1871, were to form the German *Kaiserreich*).[3] Both their typological and ideological development clearly mirrors the ups and downs of German politics, especially the course of Jewish emancipation, and may be divided into 3 distinct periods:

1. **1780/83 - 1812**: the age of Jewish *Haskalah* and the beginnings of the emancipation debate in Germany till the Prussian Judenedikt of 1812;

2. **1812/15 - 1830**: the period of restauration and reaction after the Congress of Vienna in 1815 which also saw the establishment of a Jewish German-language and scientific press;

3. **1830/32 - 1848/51**: the politicization of Jewish periodicals after the French Revolution of July 1830 and, especially from 1837-40 onwards, the expansion and internal differentiation of the Jewish press sector both ideologically, scientifically and religiously.

As pointed out before, the first modern Jewish periodical, *ha-Me'assef* (1783-1812), later followed by *Sulamith* (1806-48), exactly appeared at a time when the issue of Jewish emancipation was raised by Christian Wilhelm VON DOHM (1751-1820) and other Germans for lengthy discussions. The first or rather second generation of *Maskilim*, among them the editors Isaac Abraham EUCHEL (1756-1804) and David FRAENKEL (1779-1865), sought to correspond to the new principle of "civic improvement" (*bürgerliche Verbesserung*) and, themselves educated educators, to put it into practice. For these efforts, Jewish periodicals probably served as one of the most important media, eventually leading to a rather uncompromising reform of traditional Jewish education and ritual in the first two decades of the 19th century.

The defeat of NAPOLEON and the restauration of the old powers after the Congress of Vienna in 1815 meant a serious setback for the course of Jewish emancipation in Germany, which was also reflected by Jewish press: Only in 1817, *Sulamith* was joined by a second paper, *Jedidja* (1817-33), for a longer period of time, followed by 4 rather short-lived periodicals in 1821-24, one of them being the first scholarly Jewish paper, the *Zeitschrift für die Wissenschaft des Judenthums* (1822-23), which laid the foundations for the early "Science of Judaism".

The probably most decisive event for the development of European-Jewish press in the 19th century was the Damascus Blood Libel of 1840. As a result, a sense of solidarity was evoced among the Jewish communities of Europe they had never experienced before. Thus, the Damascus Affair gave birth to modern Jewish press especially in Western Europe, such as to the long-lived papers *Les Archives Israélites de France* (1840-1935) in Paris or *The Jewish Chronicle* (1841ff.) in London.

In Germany, however, the "politicization" of Jewish periodicals had been accomplished almost a decade earlier when, in the wake of an increasingly liberal atmosphere after the French Revolution of July 1830, Gabriel RIESSER (1806-63) edited the first political paper which he called *Der Jude* (1832-33/35). Deliberately, he stuck to the old and, by then, pejorative term which he intended to turn into a name of honour. Just a few years later, the most important and long-lived of all German-Jewish periodicals, the *Allgemeine Zeitung des*

Judenthums (1837-1922), was founded by Ludwig PHILIPPSON (1811-89). By adopting several new elements like leading articles from the realm of general press, his weekly soon became the prototype of all Jewish newspapers both in Germany and abroad.

Thus, from the years 1837-40 onwards, German-Jewish press gradually developed into a growing and differentiated sector of its own: Among the scientific periodicals the *Zeitschrift für die Wissenschaft des Judenthums* was e.g. followed by the *Wissenschaftliche Zeitschrift für jüdische Theologie* (1835-48) of Abraham GEIGER (1810-74) and the *Israelitische Annalen* (1839-41) of Isaak Marcus JOST (1793-1860). Just before the middle of the century, the debate on religious reform considerably intensified, too. Especially the Rabbinical Reform Conferences of 1844-46 directly led to the emergence of a both orthodox and conservative Jewish press in Germany: The former was first represented by *Der treue Zions-Wächter* (1845-54) which, in 1854, was to be succeeded by *Jeschurun* (1854-70) of Samson Raphael HIRSCH (1808-88), the leader of Jewish "Neo-Orthodoxy". The so-called "positive-historical Judaism" was propagated by Zacharias FRANKEL (1801-75), who first edited his *Zeitschrift für die religiösen Interessen des Judenthums* (1844-46), later to be followed by the famous *Monatsschrift für Geschichte und Wissenschaft des Judenthums* (1851-1941). In 1846/47, on the eve of the Revolution of 1848/49, there finally was a distinct increase in liberally oriented, but only short-lived papers concerned with the issue of Jewish legal and social emancipation which, however, quickly disappeared in the turmoil of their time. Unlike the crisis of German-Jewish press, the European Revolutions of 1848/49, in the long run, gave new impetus not only to the liberal movement and to Jewish emancipation, but also to the development of European-Jewish press in both west and east.

4 The significance of German-Jewish press for the Jewish community in Germany

The specific role of German-Jewish press in the development of the Jewish community in Germany in the late 18th and 19th centuries can hardly be estimated today. Besides the periodicals themselves, only a small amount of relevant materials has been preserved in various state, city and Jewish community archives all over the world, and - if at all available - circulation figures do not seem to have exceeded a total of about 500 copies each. On the other hand, German-Jewish periodicals, today, rank among the most important primary sources for German-Jewish history, offering rich and invaluable information both for inner-Jewish live and external affairs. Numerous (and quite often polemic) remarks prove that there has been a vivid exchange of ideas within the various Jewish papers in Germany and abroad. All of them usually served as an additional source of information for Jewish interests, especially designed for further dissemination through teachers, rabbis or scholars, or for the instruction (*Belehrung*), edification (*Erbauung*) and entertainment of Jewish families during the week-ends.

Thus, as it seems, German-Jewish press in the late 18th and 19th centuries served as the institutional centre of the Jewish community in Germany and as one of the major constituents of a Jewish public sphere of its own. Just like the different Jewish community organisations which, in Germany, came into being only in 1869 and thereafter, German-Jewish press took over certain functions, thus enabling the Jewish community to bridge the different political and legal borders which prevented the foundation of a central German-Jewish organisational body

up to the foundation of the German *Kaiserreich* in 1871. Basically, three different functions of German-Jewish periodicals may be distinguished:

1. a medium of information and eduction for the inner-Jewish sector, i.e.German-Jewish periodicals provided a forum for the exchange of ideas and - according to the intentions of most *Maskilim* - a medium for the education of the "Jewish masses", especially in the fields of religious reform and the so-called "civic improvement", thus ensuring both the flow of information between the scattered Jewish communities all over Europe (and even the world), and, up to the middle of the 19th century, serving as the most important medium of a Jewish reform movement;

2. the institutional centre of the German-Jewish community for communication and the (re-) organization on a national scale, thus substituting a central community organization in a politically divided country up to 1871, especially as the formation of common opinions and statements or concerted efforts to organize relief actions for troubled Jewish communities all over Europe were concerned;

3. an organ for the articulation and enforcement of specific Jewish interests towards a non-Jewish public by transcending the inner-Jewish public sphere in order to present Jewish interests to non-Jews alike and - if possible - to put them into practice through the help of a benevolent public opinion, i.e. in the 1830ies at the latest, German-Jewish press, especially the *Allgemeine Zeitung des Judenthums* of PHILIPPSON, became the most important medium of an independent Jewish movement for legal and social emancipation.

5 The research on German-Jewish press of the 18th and 19th centuries

Nowadays, the significance of German-Jewish press for the Jewish community in Germany has been acknowledged by almost every historian in the field. Nevertheless, intensive research on the history of German-Jewish press itself seems to have started only in the last decade. Previous general standard works on the history of German press, such as the *Geschichte der deutschen Presse* of LINDEMANN and KOSZYK, do not even list Jewish periodicals, the data available are often incomplete or misleading, and even today, there is an urgent need for a reliable handbook or lexicon in the field.

Jewish historians such as GEIGER or SINGER, however, have dealt with the issue already back in the 19th century till, in 1905, the *Jewish Encyclopedia* laid the basis for all further research in the field. In 1928, a special section of the international press exhibition "Pressa" in Cologne, for the first time, presented an overall view of the Jewish press. Thereafter, however, serious Jewish press research in Germany came to an end under Nazi rule and was carried on abroad only by single scholars such as Jacob TOURY. In 1967 and 1969, the International Newspaper Museum of Aachen organized two press exhibitions in Tel-Aviv and Amsterdam. In 1980, the World Federation of Jewish Journalists edited a memorial volume on *The Jewish Press That Was* with special emphasis on Eastern Europe, whereas in 1989, the Institute for Research of the Jewish Press at Tel-Aviv University dedicated a special issue of its scholarly organ, *Qesher*, to *Jewish Journals and Journalists in Germany*. Since then, there seems to be renewed interest in German-Jewish press research itself, either on single

periodicals or their development during certain periods of German-Jewish history. Especially in Germany, a growing number of dissertations and similar research projects are carried out at various institutions.

One major obstacle, however, still remains: an only restricted availability of the numerous, but rather small and short-lived Jewish papers of which only a few original copies have been collected and preserved in public libraries in Germany and abroad. In order to compensate for the heavy losses during the Nazi period, already in previous years, several reprints and microfilm programs have been initiated by Olms, IDC and others in co-operation with the Leo Baeck Institute New York or the Jewish National and University Library Jerusalem, both probably holding the most comprehensive collections of German-Jewish papers world-wide. Moreover, some new attempts are being made just recently, e.g. at the RWTH Aachen or the Moses Mendelssohn Center for European-Jewish Studies in Potsdam, to digitalize Jewish periodicals on a larger scale and to present them to a wider public on CD-ROM together with a detailled index or a reliable search engine.

Notes

1. The first periodicals we know of today appeared in 1609: two weekly papers called Avisa. Relation oder Zeitung in Wolfenbüttel and Relation in Strasburg. The first known daily paper was issued in Leipzig in 1650, called Einkommende Zeitungen.

2. Only volume 1675 and one issue of 1690 have been preserved. The Gazeta de Amsterdam probably ceased in 1699.

3. I.e. excluding Austria-Hungary and Prague as well as yearbooks, almanacs and calendars. See list of periodicals at the end of this article.

Appendix: Jewish periodicals in Germany till 1850

1780/83 - 1812: Jewish periodicals of the Haskalah

0a	1750/58	**Kohelet Musar**. Berlin (M. MENDELSSOHN / T. BACK). (Heb.) [?]
0b	1751?	**Der grosi Schoyplatz**. Neuwied (B. CRONEBURG). (Jewish-German) [?]
0c	1771 - 72	**Dihernfurter pripilegirte Zeytung**. Dyhernfurt. (Jewish-German) [?]
1	1783-1812	**ha-Me'assef**. Königsberg/Berlin (Heb./Ger.)
2	1806 - 48	**Sulamith**. Leipzig / Dessau / Kassel (D. FRAENKEL).

1812/15 - 1830: The beginnings of German-language and scientific press

?	1813	**Erbauungen**. Berlin.

?	1817	**Zeitschrift für die Reifere Jugend** (Keren Tuschiyah). Fürth (H. SCHWABUCHER). (Jid.)
3	1817 - 33	**Jedidja**. Berlin / Leipzig (J. HEINEMANN).
	1818 - 20	[**Taschenbücher zur Belehrung der Jugend**. Berlin (J. HEINEMANN).]
	1818 - 20	[**Almanach für die israelitische Jugend**. Berlin (J. HEINEMANN).]
4	1821	**Der Bibel'sche Orient**. München (I. BERNAYS ?).
5	1822 - 23	**Zeitschrift für die Wissenschaft des Judenthums**. Berlin (L. ZUNZ).
6	1824	**Geist der Pharisaeischen Lehre**. Mainz (M. CREIZENACH).
7	1824	**ha-Zefirah**. Leipzig (M. LETTERIS). (Heb.)

1830/32 - 1848/51: Politicization, expansion and internal differentiation

8	1832-33/35	**Der Jude**. Altona (G. RIESSER).
9	1833 - 35	**Zion**. Berlin (A.J. COHEN).
	1834	**Gemeinnützige Blätter für Wissenschaft**, Schule und Leben. Dessau (D. FRAENKEL). [?]
12	1835 - 36	**Das Fuellhorn**. Dinkelsbühl (S.W. ROSENFELD).
13	1835 - 48	**Wissenschaftliche Zeitschrift für jüdische Theologie**. Frankfurt a. M. u.a. (A. GEIGER).
	1836 - 37	[**La Régeneration, die Wiedergeburt**. Strasburg (S. BLOCH). (French/Ger.)]
14	1837	**Israelitisches Samstagsblatt**. Hechingen (S. MAYER).
15	1837	**Unparteiische Universal-Kirchenzeitung**... Frankfurt a. M. (M. HESS / I.M. JOST).
16	1837 - 39?	**Die Synagoge**. Würzburg / München (L. ADLER).
17	1837-1922	**Allgemeine Zeitung des Judenthums**. Leipzig / Berlin (L. PHILIPPSON).
18	1839 - 41	**Israelitische Annalen**. Frankfurt a. M. (I.M. JOST).
19	1839-43?	**Allgemeines Archiv des Judenthums** (Jedidja, [2.] neue Folge). Berlin (J. HEINEMANN).
20	1839 - 48	**Der Israelit des neunzehnten Jahrhunderts**. Meiningen u.a. (M. HESS/S. HOLDHEIM).
	1840	[**Israelitischer Musenalmanach**. Dinkelsbühl (S. MAYER).]

21	1840 - 43	**Zion**. Frankfurt a. M. (M. CREIZENACH / I.M. JOST). (Heb.)
22	1840 - 51	**Der Orient**. Leipzig (J. FÜRST).
23	1841	**Israelitische Schul-Zeitung**. Simmern-Koblenz (M. BLOCH).
24	1841	**Jeschurun**. Leipzig (C. MAIER / S. FRANKENBERG).
	1841 - 65?	[**Volkskalender für Israeliten / Jahrbuch des Nützlichen und Unterhaltenden für Israeliten**. Brieg u.a. (K. KLEIN / J.K. BUCHNER).]
	1842	[**Museum zur Belehrung und Unterhaltung für Israeliten**. Brieg? (K. KLEIN).]
25	1842 - 46	**Sabbath-Blatt. Leipzig** (H. SOMMERFELD / A. JELLINEK / J.L. SAALSCHÜTZ / J. FÜRST).
26	1843 - 44	**Zur Judenfrage in Deutschland**. Berlin (W. FREUND).
27	1844	**ha-Techijah** - Die Auferstehung. Frankfurt a. M. (H. STERN). (Heb.)
28	1844	Ben Chananja. Leipzig (L. LÖW).
29	1844 - 45	**Religiöse Wochenschrift für gottglaeubige Gemüther**... Halberstadt (L. PHILIPPSON).
30	1844 - 46	**Zeitschrift für die religiösen Interessen des Judenthums**. Berlin / Leipzig (Z. FRANKEL).
31	1845	**Zijon he-Chadasch** - Das Neue Zion. Leipzig (J. GOLDENTHAL). (heb.)
32	1845	**Der kabbalistisch-bibelsche Occident**. Hamburg (S.L. SCHWABACHER).
	1845 - 46	[Bericht der Genossenschaft für Reform im Judenthum. Berlin.]
33	1845 - 47	**Blätter für Israels Gegenwart und Zukunft**. Berlin (R. BELLSON). [Christian?]
34	1845 - 55	**Der treue Zions-Wächter**. Altona (J. ETTLINGER / S.J. ENOCH).
35	1846	**Die Reform des Judenthums**. Mannheim (A.J. ADLER / H. WAGNER).
36	1846	Israelitischer Volksfreund für das Großherzogthum Posen. Trzemesno (H. ROSENTHAL).
	1846	[**Volkskalender für Israeliten**. Kreuzburg (M. TOPLOWITZ).]

37	1846 - 47	Der Jude in Deutschlands Gegenwart. Hamburg (E. COHN).
38	1846 - 47?	**Sinai**. Bayreuth (J. AUB).
39	1847	**Reform-Zeitung**. Berlin (A. REBENSTEIN).
40	1847	**Der Volksvertreter des Judenthums**. Berlin (G. LIEPMANNSSOHN).
41	1847 - 48	**Phönix**. Hamburg (E. COHN).
42	1849	**Politische und Sociale Monatsschrift**. Leipzig (L. PHILIPPSON).

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Collaboration between theory and evidence-based practice - two cultures: librarians and professors

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Abstract

This paper addresses the struggle of librarians for academic recognition. It is based on a case study of a grassroots library association striving for academic rank and theories of association.

Paper

Some years ago, I began an historical investigation of the record of activities, goals and accomplishments of an academic librarians' grass-roots association, the Library Association of the City Colleges of New York, called by its acronym LACCNY. Much held in admiration for reputedly winning faculty rank and benefits for its membership, I was eager to learn the way in which they arrived at such a glorious victory, nationally renowned. As the archival record showed LACCNY's seemingly endless and repeated failed attempts, over 26 years, to attain the association's primary goals of academic recognition and parity for its membership, my document searching turned into analytical probing. I knew that this evidence of record, in contrast with legend, replete with questionable practice by the association needed theoretical explanations. Why the failing tactics, why the unchanging efforts, indeed in light of its insignificance,

what was its *raison d'être?* I was urged on by Michael Winter, in *The Culture and Control of Expertise*, who said,

> Sequential history, no matter how carefully documented, is not sufficient; chains of events must be placed in patterns of ideas, which come from several sources.[1]

This paper will present a highlight of what I discovered.

For twenty-six years, from 1939 to 1965, LACCNY, the Library Association of the City Colleges of New York, vigilantly, consistently and, alas, ineffectively, sought teaching faculty salary and rank parity for its academic librarian members. Although, in the end, the librarians were given what they wanted, it appeared that it was not because of LACCNY. Rather it was an accommodation to the needs and resources of the 1960's. In fact, had LACCNY paid more attention during the lost decades to social, political and economic external events and to values and trends that affected the fabric of higher education, and planned accordingly, the truly mistreated librarians might have reached their goal in less time.

Why study external events when what you want seems to lie within four walls in an office building in a city struggling with its own needs? Looking closer, though, we see, in those twenty-six years, a succession of national traumas and change: the United States entered the Second World War and came out of it to endure hard-hitting waves of inflation and recession; unionization and collective bargaining rose forcefully as a national movement while the Cold War raging at home and a hot war in Korea threw the American politic into a reactionary sweep of the nation for Communists; for twenty years, political fear enforced political complacency until newly growing disenfranchised groups discovered their power and used public demonstrations and civil disobedience to draw attention to their unmet needs.

LACCNY, it would seem, paid scant attention in the 40's, its early years, both to the city's dichotomous commitments that included stabilizing its huge post-war fiscal burdens while maintaining loyal adherence to free higher education. Neither is there evidence that, as an organization, it was particularly aware of the impact of the diverse and eccentric profiles of the students attending the colleges.[2]

Through the '50's, the smallness of the association's size along with librarians' traditionally recumbent politics and, above all, their reliance on reasoned appeals, would bring them defeat time and time again.

They did win some battles, the most important just before they formally became an association. In 1938, the founding members gained recognition of the college libraries as college departments rather than civil service operations. From that victory, and some eight years later, as a benefit of their departmental status, their members gained voting rights in campus-wide bodies. Their major and sometimes ally, the Legislative Conference of academic faculty, vigorously fighting for the professoriate, did help them raise a salary ceiling or two in 1943 and 1946. But those gains and those faculty privileges did not largely affect overall salary ranges, enable advancement, promote collegial acceptance or their recognition as peers of the faculty.

The record is as full of the many stated and written protests, briefs, reports

of LACCNY's leaders appearing at councils of more powerful bodies on and off campus and in government as much as it is empty of the benefits of such efforts. The librarians' varied academic backgrounds and qualifications left room for the city, state and campus administrations to pay them less and assign them longer working hours than the rest of the teaching faculty and justify placing and keeping them in categories least expensive to maintain. Their main goals, parity in title, work hours and work year as well as, and most importantly, salary were not gained through the careers of a generation or more of hard-working librarians.

Then it was 1965 and the goal was achieved. There came the Consultant, the angel of driven administrators seeking an elusive prize whose need must be convincingly expressed in the language of boards. Chancellor Albert Bowker of the City Colleges, which by 1965 had become an amalgamated University, was keenly aware of one thing--the need for more librarians. He was not particularly aware of their talents, their values, their education, or their collegial dilemma, but he knew that there were fewer than could meet the need of the expanding city campuses of the 1960's. To fill positions, in a buyers' market, he also knew he had to raise salaries. To do that he needed the approval of the Board of Higher Education. So Bowker hired Robert Downs, a known advocate of full faculty status and rank for librarians, also advantageously an outsider and an academic Dean. It was Downs' arguments and Bowker's use of it and the feared and growing movement for faculty unionization and collective bargaining that convinced the Board of Higher Education. Simply said, it would be easier to recruit librarians with increased pay and faculty rank. It was Chancellor Bowker who created the machinery that enabled the Board to adopt a resolution crafted by LACCNY seven years earlier, born out of a wistful dream twenty years before that.

To portray LACCNY as ineffective is not to dishonor or discredit its membership and its dedicated leaders, but to emphasize that **the impact of the larger social context is the predominant source of individual response**, not the virtue of associations or the correctness of their arguments and beliefs. It is also to point out that a group bent on changing response needs to engage politically, armed with a strong knowledge base of its culture and context, built on self-studies and mastery of administrative aims, important referral groups, current political and economic issues and government timetables; its representatives need to be skilled in the art of negotiation and of compromise. For as Sayre and Kaufman[3] describe it, political life is a contest involving competitors and prizes, core groups and satellites.

Repeatedly, LACCNY focused not on winning but on due process and reasoning. It had neither a strategic plan for achieving its goals or a political action plan for adept use of lobbying, advocacy and public relations. It did not seek to attract or involve other groups that could gain benefits from the larger effort. LACCNY members did not appear engaged in political life, not even as having a consciousness of itself in its social context. The city college libraries in those years, as William Myrick, Jr. shows, in the only other in-depth study of them, were unable even to coordinate their collection building and borrowing and could only barely cooperate with each other.[4]

"*Curiouser and curiouser*," as the saying goes, and as I researched the record of the association, the history of the colleges, the era and its events and people, I asked myself numerous times why did LACCNY's

membership keep growing and its activities remain unchanged for so long despite its failures? Theory comes into play here.

There were the studies of occupational sociologists, Harmon Zeigler[5] and Robert Zussman[6]. Zeigler, observing the associations of teachers, found them **guardians of the status quo**, not agents for change; in the days before the National Education Association (NEA) and the American Association of University Professors (AAUP) became more active, teacher associations, similar to LACCNY, provided a place for its members to remain together in nonpolitical alienation.

Zussman's study of engineers likewise revealed an apolitical group which he attributed to their entrenchment in mid-level professionalism. Their goal was security in an increasingly insecure society. Dramatic or political involvement in the life beyond their communities and offices was not advisable.

The teachers and the engineers, like the librarians, appeared to construe activism as planning local activities, not change. These sociologists called them alienated claiming that alienation begets alliances of the alienated, not for assimilation, but for maintenance. The alienated have a hard time influencing the powerful as long as they remain in their alienation.

The most instructive theories were those of Albert Meister[7] , a Swiss sociologist, and student of associations. Meister theorized that in times or places where people would be anxious about rightfully belonging, their need for security is heightened. They seek the shelter of an association which then is primarily compelled by its members' emotional needs. Its importance to them, and their loyalty to it, depends more on the **perceived** security and support it offers than on the successful accomplishment of its stated goals.

Then, as now, an association forms out of the belief that it can make a difference in matters involving power and control. Yet change in society is complex and resisted by existing systems of values and operations. LACCNY's 26-year grievance was fostered in a spirit of increased personal expectations, out of the shadows of the Great Depression which, for some time, continued to bite at the heels of growing prosperity. In theory it should have fought like a union and planned like an organization to realize its goals of radical change. In practice, it was a small group, afraid of social activism, cautious, idealistic, and mired in the complacent values and rhetoric of its time including slow, cautious, persistent efforts to influence legislation through relentless but polite lobbying.

When louder social action and grander battles for civil rights became more acceptable, even LACCNY members talked among themselves of work actions; head librarians dared to relay to their college presidents dire administrative dilemmas with regard to overwork and understaffing. They were, however, consistent in not linking their cause with the causes of others, did not affiliate or derive any policies from organizations not sanctioned by city and campus administration. The approved group the librarians doggedly tagged was the Legislative Conference of the colleges' faculties because it was the one "approved" group. But, to that Congress, also slow and cautious, LACCNY's struggles were a continuous and seemingly insolvable dilemma that did not take precedence over its many larger concerns.

LACCNY might have served as a vehicle to promote union of librarians and teaching faculty. It did not. It did not publicize to the faculty its shared commitment to scholarship, knowledge building, publishing. Instead it argued for equality on the basis of its "teaching" activities. And LACCNY did not understand what "teaching" meant to academicians. The librarians equated their "teaching" with that of classroom instruction, viewing bibliographic instruction as equal to a developed theoretically-based curriculum. LACCNY held Institutes meant to be similar to academic conferences but their guest speakers were not librarians, were in fact, celebrities and popular idols; conference presentations and discussions were not officially recorded nor published in the academic literature.

And, again, why not? Surrounded by academicians and the literature of scholarship, they did not understand how the culture of academic librarianship significantly differed from the culture of academic in higher education. Across the nation, when teaching faculty wrested their power from boards and presidents, they moved from institutional loyalty to intensely competitive disciplinary groups. The professors' own social status, conferred hierarchically by rank and discipline, was guarded jealously with deliberately ambiguous peer control. The librarians did not weigh the pressure that the highly competitive academic world places for approval of its constituents based on their degrees, grants and publications. Entry alone into the discipline and acceptance by the group, almost without exception, required a doctorate and other scholarly accoutrements not in the general experience of the larger base of librarians.

According to Wilson Logan, the degree is important because it implies "research competency as well as specialized knowledge and general understanding, in contrast with technical proficiency, "[8] and Belle Zeller, the legislative champion for faculty rights in New York City, said "Let us face the fact that librarians are not considered as equals by their equals, and this is where librarians get caught up in a vicious cycle."[9] Knowingly or unknowingly, librarians were not deemed the peers of the faculty.

Which brings us to the theory of "status anxiety" which historian Robert W. Doherty established as one thread to explore in historical interpretation:

> [Since] few institutional supports for social status exist in nonaristocratic societies such as the United States, shifts in deference and authority produce anxiety in the minds of persons who belong to displaced sectors of society and also among those who have risen in position (330).[10]

During the time of this effort, were the librarians and or the teaching faculty evidencing "status anxiety"? Based on a report issued by an AAUP committee, during the depression years, it appears that the nation's economic stresses fostered campus community divisiveness between administration and faculty and among junior and senior faculty as well.[11] In the McCarthy era, Schrecker[12] showed a mirroring of the nation's fear and anxiety in academic circles as they accommodated to political repression.

We know that collective organization, historically, has been the resource of those who find themselves powerless. We now know, from Meister, et al, why LACCNY, as a voluntary association and not a union, formed to gain

power, but remained powerless, surviving nonetheless. It did not become a union because of its members general distrust of unions. It did not change its tactics because of its belief in the triumph of reason and those professional values that reveal disinterest in the mechanisms of power struggles and power alliances. Not acting on Belle Zeller's recommendation that the Association educate the academics by producing a "profile" of the librarian, they made true her prediction "we will never dispel the myths that now prevail among our colleagues."[13]

From left field, we can bring in Paolo Freire[14], expert on political consciousness, for whom groups evolve politically first from general conformity, then to naïve reform and then, finally, to refusal of anything but that which assures them the power and recognition they deserve. LACCNY was stuck in the middle stage. Each of the association's decisions--to directly petition the Board of Higher Education, to entrust its future with the Legislative Conference, to defer to their superiors, to turn down external litigious defenders, to disdain the Workers' Defense League and the United Federation of College Teachers (UFCT) --was made absent a realistic analysis of its own place in the academic environment.

The rhetoric of librarianship differs from the views of the professoriate. Amitai Etzioni explores this bind.

> [Librarians] most significant reference group is the university professor, who believes his mastery of his own field is superior…as is his knowledge of related areas. Nor does the average professor have the experience of being saved from a serious difficulty by the scientific knowledge of the librarian.[15]

LACCNY did not have the resources, know-how or sufficient support to attain its goals. It remained an intact association because it satisfied its generally apathetic membership with a sense of professional identity that promised security. Actual success or failure did not change the association's value; it was not organized for the only change it could make--self-change. It did provide a training ground in democratic due process, a peek at political workings, and a future for today's librarians still struggling with much of the same struggles. LACCNY's story is no longer a puzzle but an antiquated model from which reforming librarians must learn to enter the fray, recognize their image, get involved in changes, and wisely assimilate the larger values of academia.

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Creating an Information System for the Russian State Library. A Pilot Project Challenging IT

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Abstract

Abstract: The Tacis programme of the European Commission financed the pilot project "Creation of an Information System for the Russian State Library" with a budget of 1 million Euro and a duration of 18 months. An EU-Russian team of experts designed the work programme that included an open international tender for a fully integrated library software package and local restricted tenders for server, networking equipment, PC's and a small-scale retroconversion component. The paper discusses the process of designing the integrated library system tender specifications for the needs of the Russian State Library in particular, but also keeping in mind future needs of Russian digital libraries development. It also describes the model character of this pilot project of introducing IT in a traditional library in a phased and realistic approach. Particular attention is paid to the customisation of the software, and the migration of cataloguing data from an existing Russian State Library system.

Paper

1. The Russian State Library - mission and facts

1.1. Mission

"The Russian State Library is a unique and universal collection of Russian and foreign documents. It is an especially valuable monument of cultural heritage of the Russian people. It is the national library of Russia. The mission of the library is to collect, preserve and provide access to the universal collection of documents, that reflect human knowledge and are connected, first of all, with Russia and its national interests" - thus the opening statement in the new brochure of the Russian State Library (RSL) [1].

In 1990 the role of the Russian State Library was described for the IFLA meeting in Moscow in the following terms [2]: *"The V.I. Lenin State Library of the USSR (now Russian State Library) (...) was created in 1862 in Moscow as part of the Moscow Public Museum and the Rumjantsev Museum (..). The Library fulfils the following functions: the national universal book storage; the All-Union co-ordination centre of scientific-methodological and scientific-research work in the field of librarianship, bibliographic science and book science; the centre of recommendatory bibliography and inter-library lending; the central Book Museum; the central specialised organ of information on culture and arts (...). The stocks are universal in scope and the types of publications; they are acquired on the basis of legal deposit of the home publications (...) and other sources."*

1.2. Facts

The history of the RSL starts in 1862, when Count N.P. Rumyantsev bequeathed his rich collection of books, manuscripts, archaeological and ethnographical materials to the State, which then became the foundation of the current Russian State Library. Today the Library holds over 42 million items, acquiring and storing national and foreign publications from the beginning of the book printing until today in 249 living and dead languages. It also contains an outstanding manuscript collection going back to the VI century. The Library and its staff of almost 2 500 people serves first of all the national and international research community, but also fulfils the functions of a public library, welcoming up to 5 000 users daily e.g. some 1.5 million Russian and foreign visitors per year, and circulating more than 35 000 items. It co-operates with libraries and institutions in more than 100 countries through its exchange programme and services about 2 500 borrowers all over the world. According to the Guinness Book of Records the RSL is the largest library in Europe and the second largest in the world.

2. RSL library automation - history and developments

There have been many initiatives over the years to start library automation, and many projects in process now that deal with digital library development. This article can only briefly describe those current initiatives, which are connected with the Tacis pilot project [3] in the coherent RSL strategy to introduce IT into everyday library services.

2.1. History

The history of automation in the RSL can perhaps be characterised as typical for the development in many big libraries, e.g. one of initially a series of often uncoordinated starts and small initiatives, many of which failed to develop into major services or service support systems. The library has learned these lessons, with the result that the Tacis pilot project is seen and supported as a major opportunity for a new beginning.

The RSL was one of the first libraries in the former USSR to start looking into the automation issues in the late 60-ies when the Library signed a contract with one of the leading domestic software developers to create an automated system. Nevertheless the existing technological base, the complexity of the task, the large volumes of information and the absence of automation experience caused this initiative to be not very successful. In 1990 the RSL signed a contract with the VTLS Company under which an integrated automated system would be customised to the RSL requirements upon recommendation of the library staff. According to the contract a basic version of the VTLS system was installed on a Hewlett Packard computer. The library staff was trained in the use of the system. For two years attempts were made to customise the system, but owing to the scarce funding the work had to be stopped.

In April 1994, Computerization of Library Services became a part of the RSL modernization program [4] developed by a specially created UNESCO international high-level expert commission. As recommended by the Commission, at the end of 1994 - beginning of 1995 a team of CEC (DGXIII) experts produced a detailed analysis of main RSL problems related to automation and suggested a plan for the implementation of an integrated library system [5]. In 1995 the RSL signed a leasing agreement with the IBM Eastern Europe/Asia Ltd. aimed primarily at creating an RSL local area network.

After the official approval of the RSL Development Strategy [6] by the Ministry of Culture of the Russian Federation in May 1996, a revised version of the RSL Modernization Program was developed with widest involvement of the Library staff. The Automation and IT Implementation part of the Program was discussed in detail and recognized most priority task by the UNESCO Commission at its meeting in September 1996. The main projects to be implemented were Creation of RSL LAN, Implementation of Integrated Library System, Retrospective Conversion of Catalogues, RSL Digital Library.

In 1996-97 with the support of the Moscow Telecommunication Corporation the RSL fiber optic backbone connecting separate library buildings was built. It was also connected to the Moscow Fiber Optic Backbone - since that time the RSL has had fairly stable Internet access. The first part of the RSL LAN was created by IBM Eastern Europe/Asia Ltd. in 1996-97. The Moscow Government has been paying for the connectivity, the Research and Education Network FREEnet provided free IP-service since 1996 through 1999.

With financial support of the Russian Foundation for Basic Research in 1996-97 there was organized a tender for an automated library system for two national libraries of Russia. The VTLS Virtua system was recognized and announced a winner, but due to lack of funding the contract could not

be signed. The RSL retroconversion project was presented and discussed at the all-Russian Retroconversion Workshop (Moscow, RSL, 1996). The pilot stage of the project started in early 1997 with the support of the Russian-German joint venture *"Prosoft-M"* and resulted in test 1000 machine-readable bibliographic records in RSLMARC/USMARC format produced from conventional cards.

The concept of RSL Digital Library was developed and presented to the Russian-Japanese Digital Libraries Workshop (Moscow, RSL, 1996). The pilot stage of the RSL DL project first of all reinforced the Memory of Russia project started in 1994 as a part of the UNESCO's Memory of the World programme. In 1995 UNESCO funded hardware and software for scanning, in 1997 the Open Society Institute rendered support for storage of digital images and further digitisation in cooperation with the Institute of High Performance Computing and Data Bases (Saint Petersburg). As a result all first printed Cyrillic books were digitised and became available on the Internet by now [7].

2.2. Latest developments

Currently the RSL has around 400 workstations (ranging from AT286 to Pentium III) and a number of servers on different platforms: IBM RS6000 with AIX operating system is used as mail and ftp server; Pentium with Windows NT is used as Web server; Pentium with Novell Netware is used to support the workstations working with MEKA, and Sun Microsystems Enterprise 450 server with Solaris operating system is used to support ALEPH-500.

A number of different projects introducing, using or focusing on IT and the electronic library environment are currently underway in the RSL, of which the Tacis project is an integral part. Many of these projects are carried out in co-operation with other Russian partners. The following is a very brief description of these projects:

Centre of Legal and Business Information. The Centre of Legal and Business Information [8] was established in 1998 to assist the public in the search of information on Russian laws. Users of the Centre can browse legal databases and receive information on the latest developments of software producers and their promotional materials.

OREL Project. The RSL has launched a project to create a digital library called *"Open Russian Electronic Library"* (OREL) [9]. The main objective of the project is to preserve the most important digital documents (documents include digital texts, graphic, video and audio files) in the Russian language, and to maintain them on the Internet if their authors can not do that themselves. These resources are very important for all Russian speaking users and in themselves are important evidence of the early digital era in Russia. Currently under the OREL project the Library provides access to the works by Nobel prize winners in physics, chemistry, literature, economics, physiology, medicine and the Nobel peace prize winners.

Russky Courier. The objective Russky Courier service is to provide users with electronic copies of documents requested by them. The requests are received via Internet and the documents copied are found in the collections of the RSL and other libraries within and outside Russia. Other project participants are Hewlett Packard and Inter companies.

Meeting of Frontiers Project. *"Meeting of Frontiers"* is a project to create a bilingual (Russian and English) library of different information media [10]. The documents of the library describe the history of exploration and settlement of people in the West of the USA which happened in parallel with similar processes in Siberia and Far Eastern parts of Russia and led to the meeting of Russians and Americans in Alaska and North West coast of America.

Internet and Electronic Document Room. The room was officially opened on 2 December 1999. It allows 40 users to gain simultaneous access to international electronic resources in a comfortable environment. The electronic resources include: Internet resources; CD-ROM resources stored in the RSL; electronic catalogues and other databases of the RSL.

Digital Library of Ancient Slavic Books of 15th - 16th Centuries. The project will result in the creation of the database of first printed Slavic books of the 15th - 16th centuries. The database will be accessible via Internet. The project is funded by the Open Society Institute and aims at creation of full text digital copies of the most valuable and rare documents with reference materials and search facilities in Russian and one of the European languages.

Memory of Russia Project. In 1994 the RSL started to work on the Memory of Russia project [7], which is part of the UNESCO's Memory of the World programme. The work resulted in the preparation of a CD-ROM with digital images of 15th century manuscripts and some posters and cheap prints.

The ADAMANT Project. In 1999 the RSL signed a contract with a Russian company ADAMANT to create digital collections on the basis of digitisation of the RSL collections. The project includes installation of 100 workstations for the digitisation with PCs and state of the art scanners with the scanning speed of 7 seconds per page. It is planned to scan 10 000 books per month. In parallel with the production of digital publications the RSL staff are forming a bibliographic database of document descriptions, which as a special electronic catalogue will be available in the library LAN and via the Internet.

Project for the Development of National Bibliographic Record Format. The project aims at the development of Russian standards for bibliographic records in machine-readable form. The project was launched in 1997; project funding comes from the Ministry of Culture, Russian Library Association and Open Society Institute. The team of experts includes representatives of the major Russian libraries, including the RSL. So far the project has resulted in the development of formats of electronic records for the main types of publications.

Centre for the National Bibliography in the Internet. In 1999 the Centre for the National Bibliography project was piloted. Its aim is to create a special centre for the maintenance of an Internet database with the national bibliography on the basis of an agreement between the three main bibliographic institutions, the RSL, the RNL and the Russian Book Chamber. The project is funded by the Open Society Institute, the Ministry of Culture and Tacis (with the use of some funding for the TELRUS 9705 project).

Cataloguing of Internet Resources. The project [11] is funded by the

Russian Foundation for Basic Research and its objective is to catalogue information resources on the Russian part of the Internet with the use of the Dublin Core Metadata Element Set and the BBK classification scheme. The project was started in 1998. The format for the presentation of information on the Internet has been developed together with user-friendly interfaces for data input, and software for uploading information and searching in the catalogue.

3. The Tacis project

The momentous changes in storage of and access to knowledge brought about by the convergence of technologies and media which face libraries all over the world are magnified in a library of the size of the RSL: both the benefits and the risks of introducing information technologies into every day practices are in proportion to the magnitude of the existing problems - be that cabling in a protected building, harnessing IT for preservation, training of staff and users.

3.1. History

The project proposal was based on the Automation and IT Implementation part of the RSL Modernization Program and submitted to the Tacis programme [12] of the European Commission in early 1997. A positive decision arrived in summer 1997 and the Library was awarded a Tacis project for the duration of 18 months to help it modernise its library processes and services, and to start open up access to its invaluable collections to national and international audiences. At this time the Library was visited by EU experts who started to prepare Terms of Reference in co-operation with RSL staff. The tender was announced in late 1997 and won by a consortium led by The British Council. The implementation of the project began in December 1998.

3.2. Work plan

- The work plan of the Tacis project was drawn up in the first two months of the project, by intensive investigative and analytical co-operation between EU and RSL experts, to determine the following:
- Analysis of user requirements, state of the current infrastructure and information services, examining the future and expected needs of the library users bearing in mind social and cultural changes within society, and mapping the current situation within the Library;
- Analysis of document processing, including the design of a conversion project for conventional library catalogues and specifying organisational structures for and required functionalities of an integrated library system;
- Development of a business strategy and plan by analysing market opportunities for key library services;
- Implementation of a pilot project, including the design of a model LAN and planning, procurement and installation of an integrated library system.

3.3. Components

The main strands of the pilot project cover all the essential features of a computer based library system:

- Network: a local network for the pilot project integrated with other RSL networks
- Integrated library system software: design of technical specifications, implementation, customisation
- Retrospective conversion: a model methodology to convert a sample of 10 000 cards under the pilot project
- Conversion of existing machine readable data from the RSL's own MEKA system to the new OPAC
- Training: a cadre of 15 Train the Trainers cascading training to other RSL staff
- Sustainability: business and marketing plans for new IT based services and a fund-raising strategy to ensure expansion of the pilot project

EDS Germany and their local partner Lanit assumed the key role of system integrators, responsible for the design and implementation of the new pilot project LAN and its integration with other IT projects such as the new Internet Cafe or the LAN for the administration. Project progress benefited greatly from the fact that Lanit had already been working with the RSL as system integrator, and therefore was familiar with the task in hand.

The integrated library software Aleph 500 from the supplier Ex Libris was chosen in an open tender in which major international and national suppliers took part. The technical specifications for the tender were drawn up as a result of many technical discussions involving RSL, EU and local experts. The principles in defining the functionalities of the software were guided by the advice in the original EC feasibility study, namely to take a practical and realistic approach to what is achievable under time-scale and budget of the pilot project.

One of the project's components was to retroconvert 10 000 cards from the 19th Century Catalogue of Russian books. This catalogue was chosen as being of special interest to national and international audiences, and was defined a priority in the Program for the Modernization of the Russian State Library. Following an internal workshop on retroconversion, the RSL retroconversion team formulated a Request for Proposal to two local suppliers to participate in a test-run. The ProSoft-M company was again chosen and has successfully concluded the conversion from card to electronic records in the USMARC format.

The conversion of existing machine readable bibliographic records from the MEKA system include interalia the *"Current Russian Books"* acquired since May 1998, *"Current Foreign Books"* since January 1999, and the database of Dissertations and dissertation abstracts. The result is an initial OPAC of ca. 500 000 bibliographic records.

Training is a key component of the project, to ensure the functioning and sustainability of the pilot project. The process of defining a training programme for RSL staff who will operate the pilot project started with a skills' audit, followed by the definition of the training needs and the identification of the content of the training and who will best deliver it. Training covers the needs of the system management and administration staff as well as of readers' services staff and data input operators. UNIX, Oracle, Aleph 500, Windows, Internet and 'how to train' courses are part of the overall training plan. Given the magnitude of the problem, the approach has been to train a cadre of 15 train the trainers, who will provide cascade training for other staff. Furthermore, 20 key RSL staff involved in the pilot project at the strategic and technical level participate in two study tours, to

the UK and to France, enabling exchange of views on common issues in library automation and digital library creation with many EU colleagues

. Business and marketing plans for RSL IT-based services and a fund raising strategy form the non-IT but vital survival part of the project. Workshops on Business Planning were held to discuss marketing theories and the current situation pertaining to the marketing of library services in Russia, as well as the promotion and pricing of services.

3.4. Hard- and software

During the project three individual processes led to the acquisition of the integrated library system, the server, workstations and network equipment.

Integrated Library System.
The functionalities of the integrated library system were defined in an intensive investigative phase of discussions following the definition of the work plan in the first two months. While it was necessary to press on with this speedily, as the requirements of Tacis rules meant that procurement of the ILS had to be subject to an open tender, e.g. a lengthy process, it was also of the prime importance to take great care over this specification. The basis of the information to draw up this technical specification was provided by a twofold approach:

- by the earlier joint RSL - RNL tender of 1996. However, to remain within time scale and budget, this very elaborate and complicated tender had to be greatly revised
- by a Request for Information sent to all the major suppliers of ILS, both within and outside of Russia, to gage their interest and clarify critical questions such as the handling of Cyrillic characters

Some very lively discussions in the EU-RSL team focused interalia on the future internal RSL format - USMARC was chosen as RSLMARC is rather similar, and the printing of catalogue cards in the GHOST format. The approach that was adopted throughout was to filter out the essential requirements, rather than define everything that was possibly desirable, for the sake of achieving results within time and budget. The essential requirements were stipulated to be

- translation of all documentation, screen interfaces and help into Russian
- support of Cyrillic and extended Latin character sets in all stages of the work
- client-server technology
- data export-import in RUSMARC
- online data entry in RUSMARC
- data export-import in USMARC

The tender for the ILS [13] was published on 17th May 1999 and closed on 2nd August 1999. Seven bids were received from Russian and non-Russian companies. The week of evaluation with a team of Russian (RSL and NLR) and EU experts was conducted strictly according to the Tacis rules for independent evaluation and concluded with the choice of the Aleph 500 system [14] of Ex Libris, offered by the Ex Libris office in Germany [15].

The contract with Ex Libris was concluded in November 1999, followed by an intensive action programme of training, translation, data conversion,

up-loading, screen customisation and testing, within the frame-work of a very constructive and result oriented co-operation between the RSL and Ex Libris. At the date of writing this article a database of some 500 000 bibliographic records has been created and all the functions of the RSL OPAC [16] are constantly being tested and refined. The conversion programmes for the existing RSL databases from RSLMARC to USMARC were written and tested by excellent local experts in cooperation with the RSL experts on formats.

It should also be mentioned here that Microsoft Russia [17] was most supportive throughout the project donating free of charge many of their software packages.

Hardware. The choice of the ILS determined the choice of the platform and the specifications of the server; therefore as soon as the evaluation report for the ILS was determined an informal consultation process was launched for the server, which meant drawing up and sending the technical specifications to a number of likely suppliers in Russia. As budget was limited (generally only 15% of the total of a Tacis project budget can be spent on equipment), a realistic approach had to be taken and resulted in the following specification:

- Sun Microsystems Enterprise 450 server in tower, 4 CPU slots, internal 18.2 Gb tape driver
- Networking equipment and 2 PC's to run the server

The local firm Heliomaster [18] won the informal consultation and delivered the server promptly to allow swift configuration and the ILS to be installed by ftp not long after contract signature.

Another informal consultation process for workstations for readers and staff to search the new OPAC resulted in the rest of the project equipment budget being spent on 45 PC's of the following specification:

- Intel x86 compatible processor, Pentium III or similar, min. 266 MHz, min. 3 Gb hard disk capacity, min. 64 Mb RAM.

  The local company Redlab [19] was the successful bidder, and delivered 'just on time' as the renovation of the new OPAC room was completed and in time for installation to be ready for the end-of-project international conference 'Managing the Digital Future of Libraries' 17-19.04.2000

  3.5. Partners

  The project derives its budget of 1 million Euro from the Telecommunications Sector of the Tacis programme. Tacis fosters the development of links between EU countries and the States of the former Soviet Union and Mongolia. A key area of Tacis activity is the so-called Know-How transfer, carried out through policy advice, consultancy teams, training, studies, partnerships and also through pilot projects.

  The British Council [20] in close collaboration with the partners in the Russian State Library has been leading a group of EU and Russian experts in the implementation of this work-plan. The project consortium includes partners from the National Library of Scotland

[21], Jouve SA (France) [22] and EDS Germany [23]. Subcontracts for specific components were concluded with Lanit (Moscow) [24], IPA - International Procurement Agency - (Holland) [25], IPF - Institute of Public Finance - (London) [26] and the retroconversion firm ProSoft-M (Moscow and Germany) [27]. Russian experts from the Library of Natural Sciences of the Russian Academy of Sciences [28], Moscow State University [29], the Russian National Library [30] in St. Petersburg as well as many experts from the staff of the Russian State Library itself are involved in different aspects of implementation.

3.6. Project management

The rigors of Tacis reporting imposed the strict discipline of 3 monthly planning and progress reports. The management of varied and highly specialised inputs required a disciplined structure of general and specialised technical meetings, supported by agreed agendas and action points. EU experts were required to plan the objectives of each visit and to produce specialist technical reports on findings. In the design and implementation phase specialist EU-RSL teams were set up to deal with aspects of retroconversion, conversion of machine readable data, network creation and business planning.

The unfailing support of RSL senior and middle management provided strong motivational support to the project team throughout the duration of the project.

The PR aspect of the project - the project Web site, a launch press conference, the end of project international conference 'Managing the Digital Future of Libraries' and many articles and papers in international and national journals and conferences [31]-[33] - contributed to the perceived overall success of managing such a complex project.

4. Results of the Tacis pilot project

At the end of the pilot project in June 2000 the following outcomes will have been realised:

- a new PC LAN for staff and users with state of the art cabling including improvement of the electricity wiring, and a plan for the global architecture of the RSL LAN to guide further development
- 45 new PC's for staff and users in the newly renovated OPAC room
- an RSL Systems Management and Network Operations Centre housing the new RSL Sun server and run by the RSL system management group
- implementation of the integrated library system Aleph 500 customised to Russian needs, including the handling of the extended Cyrillic character set and full translation of documentation and screens into the Russian language
- a conversion model for RSL catalogues (both card and machine readable)
- the retro-conversion of 10 000 catalogues of the 19th Century Catalogue of Russian Writers
- an OPAC of ca. 500 000 bibliographic records accessible via Intranet and Internet resulting from the conversion existing RSL databases

- a cadre of 15 'Train the Trainers' staff
- 2 study tours for RSL staff to the UK and France
- workshops on retro-conversion and business planning
- a centre of expertise for Russia on digital libraries development and an international conference disussing relevant issues
- a business plan and marketing strategy for new IT based services of the RSL
- a fund-raising strategy to ensure the sustainability and expansion of the pilot project
- applications to Tacis and other agencies for additional funding to expand the pilot project.

5. Conclusions

Many lessons have been learned by all members of the team implementing the project. Together we have been making the most of the unique opportunity to work together constructively to address the issues faced by all libraries on the verge of introducing IT and of automating library processes. The points below follow no order of priority, as each member of the team has different priorities:

- An agreed and realistic work plan based on common and shared understanding by RSL and EU experts covered all the stages of the development of an Information System, while aiming to achieve one practical result, namely the implementation of the OPAC module, as a first step of a fully fledged integrated library information system. Thus achievability has to be considered a key element in successful project implementation, backed by a constructive and flexible approach to problem solving - showing that 'it can be done' was a main motivational force
- The principles of a fully integrated team of Russian (RSL and local experts) and EU specialists, and the recognition of a real and lively two way knowledge flow let to a constructive experience of Russian-foreign co-operation that provided valuable experience to all those involved of working in an intercultural project
- Continued interest by RSL management in the progress of the pilot project has resulted in a strategic and coherent approach to co-ordination between all RSL IT projects, thus achieving economies of scale and synergetic impact between different initiatives
- Strict adherence to Tacis guidelines ensured an open and transparent process of tendering and procurement of equipment, stimulating competitiveness amongst library suppliers, ultimately to the advantage of all libraries in Russia
- The approach of the project team to harness local IT expertise to optimise results has widened project experience beyond the RSL and has interalia led to adopting a consortial approach of 5 Russian libraries applying for a new library network project within the Tacis programme.

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16. RSL Aleph OPAC. - http://194.84.119.99:4505/ALEPH/
17. Microsoft Russia. - http://www.microsoft.com/rus/
18. Heliomaster. - http://www.heliomaster.ru/
19. Redlab. - http://www.redlab.ru/
20. The British Council. - http://www.britishcouncil.ru/
21. National Library of Scotland. - http://www.nls.uk/
22. Jouve SA. - http://www.jouve.fr/
23. EDS Germany. - http://www.eds.de/
24. Lanit. - http://www.lanit.ru/
25. IPA. - http://www.ipa-bv.nl/
26. IPF. - http://www.ipf.uk
27. Prosoft-M. - http://www.prosoft.mos.ru/
28. Library of Natural Sciences of the Russian Academy of Sciences. - http://www.ben.irex.ru
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Summary

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A Time to Build - Israeli Cataloging in Transition

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Abstract

The Israeli library scene can be compared to that of European countries with a similar population. There are school libraries, public libraries, college and university libraries. Israel's national library also serves the Hebrew University of Jerusalem.The World of Learning, 1999 lists seven libraries with more than 250,000 volumes. Cataloging is carried out in the vernacular using four character sets, European, Hebrew, Arabic and Cyrillic.Retrospective conversion is taking place in two major libraries using OCLC's RETROCON. Cataloging INTERNET resources is assigned high priority.Preparations are being made for migration to a PC based client-server software, which will use Unicode and will improve the bi-directional facilities at present available.

Paper

Background

The Israeli library scene can be compared to that of European countries with a similar population. There are school libraries, public libraries, college and university libraries. Israel's national library also serves the Hebrew University of Jerusalem.

The World of Learning, 1999 lists seven libraries with more than 250,000 volumes.

Library	Volumes	Current Periodicals
Weizmann Institute	250,000	1,450
Ben-Gurion University	720,000	5,000
University of Haifa	780,000	8,000
Bar-Ilan University	850,000	4,500
Tel-Aviv University	880,000	4,800
Technion	900,000	5,000
National Library/Hebrew University	4 million	15,000

Note that all the major libraries serve as University libraries.

Status Quo Ante

It may be claimed that some of the distinctive features of the Israeli cataloging scene are superior to the equivalent features in the United States. The major libraries are not only members of the same academic network, but also use the same software, Aleph. The library network is linked both via the Internet and internally using proprietary software. Romanization is rarely used. Many Israeli libraries use four character sets, European, Hebrew, Arabic and Cyrillic1. In the case of a terminal or PC not equipped to display Arabic or Cyrillic characters, the Arabic is displayed in Hebrew transliteration and the Cyrillic is romanized by the computer. This solves the display problem. Searching, however, has to be carried out using the Arabic or Cyrillic characters. The system is bi-directional. The computer is informed which is the dominant script by a code at the beginning of the line (Lazinger & Adler, 1998, p. 183). European letters can be inserted into Hebrew text, but Hebrew cannot be inserted into text in one of the European languages.

The system is ASCII based. When working in Hebrew the standard ASCII symbols from 224 onwards are replaced by Hebrew letters. Libraries, such as the Hebrew University and the University of Haifa, who were pioneers in automation paid the price. Their early systems were based on less sophisticated computers using the 128 symbol ASCII, which only supported two character sets. The Hebrew letters replaced lower-case English and their catalogs were in upper-case English and Hebrew characters. Even today, with the exception of the national library, Israeli libraries do not use diacritics such as the umlaut, etc (Lazinger & Adler, 1998, p. 160). Most Israeli libraries operate in a non-MARC environment, using two letter field codes, which are a lot more general than the MARC fields in most cases.

Most of the network uses an older version of Aleph, Aleph 3. A newer version, Aleph 500 is fully functional at many sites outside Israel. Aleph 500 is a modern PC based client-server system, which will require a reorganization of our system. Aleph 500 was initially marketed without Hebrew support and was therefore unsuitable for Israeli use. The present target is to convert the larger Israeli libraries in the summer of 2001.

The Time to Build (or Change)

a. Retrospective Conversion
Academic libraries used different methods for retrospective conversion. The Hebrew University Mount Scopus campus library was closed for a number of months and opened fully computerized. At Haifa University short records were

made and subsequently enriched. By 1997, only three major libraries had not completed their retrospective conversion. In 1997, Bar-Ilan University was the first Israeli university to use 'outsourcing'. OCLC's RETROCON service was introduced for European languages. After overcoming the problems involved in adapting MARC records to a non-MARC environment, Bar-Ilan undertook a partial conversion of AACR1 records into a more modern form (see Seymour, 1999). Logical tests identify inconsistencies in authority files caused by the introduction of OCLC records. The Hebrew University began outsourcing in 1999 and the Sourasky Library at Tel-Aviv University is also considering RETROCON.

b. Cataloging Internet Resources
Of all the changes carried out in the last decade, I feel that cataloging Internet resources is the most radical. It changes our whole conception of the library and of the catalog. The cataloger used to be responsible for listing 100% of the contents of the library. The library catalog now lists material that is outside the library but available to its patrons. We now have to catalog selectively, since 100% coverage of available material is no longer possible. I tackled the subject in an Israeli librarianship periodical Meda veSafranut in 1996. At that time, OCLC had just begun the INTERCAT experiment and Haifa university library had begun a similar experiment.

Some three years later, the September 1999 number of Meda veSafranut includes three articles discussing aspects of cataloging Internet resources. Aharoni (1999) describes procedures at Tel Aviv University Library of Life Sciences and Medicine, which are based on the attachment of electronic versions of periodicals to the cataloging of the print version. Electronic Periodicals purchased by the consortium of Israeli universities are cataloged in the Union List of Periodicals. Member libraries are at liberty to copy these catalogings. Eliyahu & Kedar (1999) discuss the Dublin core. Shai (1999) of Haifa University library draws conclusions based on some four years experience. Haifa University library catalogs not only electronic journals and databases, but also websites. When I wrote my article (Seymour, 1996), the question was whether we should join Haifa University Library's experiment. Today, we are discussing what to catalog and not whether to catalog.

c. Introducing Marc
The Israel MARC committee in its discussions in 1998 identified the major problems to be addressed as a part of the upgrade from Aleph 3 to Aleph 500.
Un.
It was decided that prior to the transition to MARC, the libraries using uppercase European characters only will introduce lower case characters. Records will be compared with existing records in upper and lower case in other libraries and in case of an exact match, the upper case will be replaced automatically by the mixed characters set.
Deux.
MARC in Israel would not be identical to USMARC. Hebrew records would not be romanized. There was considerable dissatisfaction with the ISBD punctuation. There was general agreement about the adoption of the 'Core record' standard for original cataloging. A series of courses in MARC have taken place in both Jerusalem and Tel-Aviv areas. Many more courses will be necessary.
Trois.
The migration to Aleph 500, will also mean teaching people who currently work on terminals, how to use PCs. The actual transfer of records may very well present unexpected problems.

The university libraries have to make a tactical decision, whether it is preferable to introduce MARC under Aleph 3 and transfer to Aleph 500 separately, or to combine the two major changes, 2 smaller revolutions or 1 large revolution. At this stage, Israel's national library has completed the transfer to MARC and Haifa University library is in the middle of the transfer. Additional libraries are waiting their turn.

d. Unicode and Bidirectionalism
On the 1st November, 1999, Ex Libris, who own the ALEPH software, announced that they had joined the Unicode Consortium (Rogers, 1999). Unicode will solve a number of problems in Israel. The letters in the Israeli alphabet are mostly consonants. Most vowels are represented by extra elements above or below the letters. Most written Hebrew does not include the vowels and Israelis are used to reading consonants and understanding the words within their context. There are, however, two spelling conventions, 'defective' and 'plene'. The 'plene' or full spelling uses two letters as vowels and is very popular in Modern Hebrew. The defective spelling may be ambiguous in some cases. In standard texts, Israeli publishers tend to use vowels only in the case of ambiguity.

Libraries tend to prefer the 'defective' orthography. Word processors with Hebrew capacity offer the possibility of adding vowels, but the library software does not include this provision. Under ASCII, Hebrew has 27 letters. Unicode offers 82 letters, including combinations of each letter with every possible vowel (Lazinger & Adler, 1998, p. 164). Libraries under Unicode will be in a position to eliminate ambiguity from their Hebrew catalogs.

I am not at all sure that we will all be satisfied that we can no longer claim that for technical reasons, we are ignoring diacritics in European languages. At present, USMARC offers a more efficient solution for bi-directionalism than that available in ALEPH (Aliprand, 1992). The fact that Unicode differentiates between storage and display can only improve ALEPH.

The disadvantages of Unicode from the Israeli point of view, would seem to be the need for marginally extra resources to handle the much larger character set and the additional storage required. In the case of Hebrew, the algorithm for alphabetizing will be more complicated than the present algorithm, since punctuation and other special characters are common to the other character sets.

Conclusion

There is a well-known curse, that 'you should live in interesting times'. There is no doubt that the times are interesting for the cataloging world in general and for Israeli catalogers in particular. We have made changes and are about to make even bigger changes, but we are confident that the situation is more or less under control.

Notes

1. Lazinger & Adler, 1998 has a very full discussion of the differences between Israeli and U.S. cataloging practice.

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Information competencies: the case study of AUS Economics students in Mexico

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Abstract

Analyzing the case of economics school of Autonomous University of Sinaloa (AUS) in relation to the scarce Development of Informative Abilities (DIA), it is considered as a cause the model of the process of effective teaching-learning in a large extent of Institutions of Higher Education (IHE) in Mexico and the lack of specific programs in DIA. Its proposed in a general way that the IHE make forums and discussions to dissolve the relative to the teaching- learning process and to promote the one that is centered en the learning, since the latter organically ties the reason of being of the professional librarian and sets standards to consolidate our profession.

It's set, as a concrete action, a program with curricular value en DIA, adapted to the characteristics of the program of economics studies. To accomplish the problem solution is necessary the active participation between the professional librarian and the principal of economics school.

Keywords: Teaching process, learning process, economics school, professional librarian, library information, literacy information, Development of Informative Abilities

Paper

Introduction

The accelerated growth of information and their formats, which is, the informative technology (IT) makes urgent today the necessity of users formation for the efficient use of the information independently of the support of the same one; this is an urgent task in the higher education and particularly in the Economics school of Autonomous University of Sinaloa (AUS) The emergency at international level of educative models that tend to give to the student an active participation in the learning process[1] gives us as resultant that libraries or Information and/or documentation centers play a determining role in the educative process and this paper tends to be more dynamic in the new educative models trims in learning. It is common that college students, do not know how to use information in the library, nor its informative resources, this concrete situation daily, denotes the urgent task to us: To structure an integral program of development of informative abilities (DIA), that organically involves college students, who take part of the strategic lines to approach the challenge of present educative dynamics in the information age, if not doing it we run the risk of being on rear in the formation of the competitive professional panels that requires our country to face the challenges of XXI century.

Informative abilities for learning: a proposal for the Economy school of the AUS

I. Establishment of the problem

Background

The lack of university culture in the use of the library, particularly in the Economy School of the Autonomous University of Sinaloa (AUS), it is a reflection of which occurs in the librarian systems of the universities. It is common that many students (and also why to mention it, many teachers) of the AUS do not know the handling of the Automated Catalogue, the Automated Kardex, the recovering of periodical publication information with Microisis, the design searches or location of information on Internet, neither which is the system of classification that is used, nor in which space can be located most of the bibliography or hemerography on their area of interest, etc. This affirmation is based on nonexhaustive preliminary investigations of our population which is the object of study through questionnaires and personal interviews applied to the users of Central Library of the university days 2nd and 3rd of February 2000, in the record of attending people to the Internet courses, in the binnacle of users´s attendance to the infoteca (room for the Internet use, data bases in compact disc and on line through Internet), the information of the activities of the Infoteca Room during the year 1999[2] . By September 2000 is expected to accomplish an exhaustive investigation of our population (at this moment the investigation is in process) The previous thing has its historical roots in the prevalence of traditional educative methods that pay emphasis in the memorization and a passive-receptive attitude of the student. Reason by which, the contained bibliographical resources in the library are not essential. It is vital to clarify the importance of the teaching learning model for the investigation, aspect that we will approach in the following section.

The development of abilities and informative capacities of the users must be integral and not isolated efforts, for this purpose it is necessary to inculcate (fundamentally) in professors and students a greater conscience in the use of information and to help them develop the practical abilities needed, so in a long

term they become self-sufficient people for the handling of information throughout their academic and labor life.

The new role that is assigned to the student raises a challenge for the librarian profession. The formation of users, which is, the development of informative abilities, is a task of the profession, urgent task in the Economy school of the AUS and in general at a national level, for the development of higher education.

[1]Patricia Seen Breivik. Student learning in the information age (American Council on Education/Oryx Press series on higher education. USA: Canada 1998 .164 p.

[2]Ríos Morgan Miriam. Informes de actividades de la sala de Infoteca a la Dirección General de Bibliotecas de la UAS. Culiacán Sin. México Agosto de 1999

The Economy school of the Autonomous University of Sinaloa, has favorable characteristics to implement the DIA because:

1. It is characterized for being a small school, with a total of 331 students (distributed in 5 levels, with 2 groups by level, one in the morning and another one in the afternoon) and 22 full time teachers and 5 part time, factor that allows an exhaustive knowledge of its population and make it more susceptible to apply an integral program in DIA.
2. It is important to indicate that geographically it is a school near the Central library of the AUS, which facilitates the displacement of the students and allows making the phase viable of implementation of the experiment that consists in the application of the DIA courses.
3. It is facilitated to make a deep investigation because the researcher is a graduate of the same school and the relations that have been established with the magisterial body ensure communication and a confidence level to operate the application phase of the questionnaire and of course the experimental phase of the implementation of an integral DIA program.

The central library of the AUS has the infrastructure required for the development of DIA courses and consists of:

- Electronic room that provides access to Internet in 29 computers
- Videoprojector
- Power Point 2000 installed.
- Catalogue on line automated of monograph, periodical publication, book of consultation, and memories
- General Room with books of the economy area
- Room of Consultation with specialized materials
- *"Hemeroteca"* with publications on the area
- On line access to the Dialog database, that provides access to specialized banks of information on the area.

II. Cause of the problem

1. The explosion of the information.
2. The big development of the informative technology (IT) which is, the emerging of new information formats (computer with databases on line, Internet, compact discs, etc.)
3. The prevalence of an educative model centered in the teacher and the receptive passive attitude of the student.

1) Explosion of the information

There are projections that enunciate that the total amount of humanity knowledge doubled from 1750-1900, and that this one doubled again from1900-1950, and from 1960-1965. It has been considered that the total amount of humanity knowledge has doubled every 5 years since then. According to the projections for the 2020, the knowledge can be doubled every 73 days. [3]

2) Information Technology

The computer technology in the classrooms as in the library has the potential to serve mainly as a liberating pedagogue, especially when it is used in a creative form in the knowledge construction. Nevertheless this power can occur if tools are given to the students to find the printed or on line documentary resources. This emphasizes the relationship between the reference librarian and a

[3]James B Appleberry. Changes in our future:How will Cope? Faculty speech Californian presented AT State University. Long Beach Ca, August 28, 1992

member of the faculty that must make an effective team to teach the strategies of investigation and the abilities of critical thought. This strategy revolutionizes the way in which the reference librarian makes his work and greatly increases his interaction with the student. [4]

3) Overhaul of Literature on the education learning models

a. The Educative Model based on teaching (for aims of our study, when spoken of traditional model, it will be referred the educative teacher centered model. This model develops under this scheme: the teacher presents his class, responds to the students doubt, ask for the individual student works or team works. The student takes notes, participates about the subject of the class and asks the professor who clarifies nonunderstood aspects. The process is totally centered in the professor; he completely decides what and how the student will have to learn and evaluates how much he has learned.

   The role of the student is to participate in the execution of the activities selected by the professor, which often makes of the student a passive person who hopes to receive all knowledge from the professor: Appearing a scheme in which the professor constitutes itself as the axis of the teaching-learning process.[5]
b. The new educative Model changes the traditional scheme: from a process centered in teaching to a process centered in learning;

The role of the student as an active being:

- The student must develop the ability to look for, select, analyze and evaluate the information, assuming a more active role in the construction of its own knowledge: Element that makes the work of the professional librarian essential
- The student will have to assume an active role in the process through activities like: projects, study cases and solution proposals to problems. So that they allow him to expose and to interchange ideas, contributions, opinions and experiences turning the classroom into an opened forum to

the reflection and the critical resistance thus reducing to the breach between the classroom and the place of work.

The role of the teacher:

- To design the necessary activities for the acquisition of the anticipated learning, as well as to define the spaces and resources adapted for its profit.
- To guide and to motivate the students during their learning process and to lead the course towards the proposed objectives.
- To change from being a transmitter and only evaluator to a planner and guide establisher, that shares the decisions of the process. This change mainly requires a re-training of the teacher and a new conception of the teaching-learning process.[6]

For Espíndola the abilities of verbal presentation of the teacher constitute a part of the success in the classroom. The other part, the most important, is the generation of learning experiences, work that the student must make through planned and structured activities. It is important that the teacher turns his class into an opportunity to create problems that arise the critical thought between the students.[7]

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[4]Dickstein Ruth and Boyd McBride. Listserv Lemmings and Fly-brarians on the Wall: A librarian instructor team taming the ciberbe in the large classroom. Collegue Research Libraries. January 1998. Vol 59, No.1.

[5]http://www.sistema.itesm.mx/va/nuevmod/Mod_Trad.html

[6]http://www.sistema.itesm.mx/va/nuevmod/NMod.html

[7]Espíndola Castro José Luis. Reingeniería educativa. México : ANUIES, 229 p. 1997

For Freire no true educational formation can be done by setting the exercise of the critic aside, which implies the promotion of ingenuous curiosity to epistemological curiosity. The teacher must be conscious that teaching is not to transfer knowledge, but to create the possibilities in the student for his own production or construction. It is essential that the school constantly develops the curiosity of the scholar and that this one becomes conscious that the ingenuous use of curiosity is the initial phase but to remain at it avoids the exactitude of finding it, is necessary that scholar assumes the role of his own understanding production subject, not only, a receptor of which the professor transfers to him. The teaching of the contents made critically implies the total opening of the professor to the legitimate attempt of the scholar to take in his hands the responsibility as the subject that knows. Even more, implies the initiative of the professor who must stimulate that attempt in teaching, helping the student so that he makes it.[8]

Garza Rosa María, in *"Aprender cómo aprender "*, defines a learning process by means of which a person acquires skills (motor and intellectual) incorporates informative contents or adopt new technologies of knowledge and/or action. She considers the process of learning as unfinishing and that learning by self

requires an educative atmosphere search of the truth and the critical reflection of a society that challenges people to be propositive and active. She considers that many professors' focus in communicates knowledge instead of developing abilities. [9]

The education centered in the learning according to English Fenwickw must fundamentally move the site of thought of the ends of the system. It means to radically change the center of gravity of the educative institutions. In the model of teaching: the planning, the program, the administration and the qualification were constructed on the base of the apprentice like receiver of the education; here the learning is passive and teaching is active *"to reverse this fundamental relationship means to put out of center all the ideas and the practices that continue supporting this old duality. The central idea is to preserve the joy of learning and the learning started by selves is rarely boring".* [10]

III. Origin of the concept of Development of Informative Abilities (DIA)

In 1989 the ALA (American Library Association) defines the term Information literacy is a set of abilities requiring individuals to *"recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."* Developing lifelong learners is central to the mission of higher education institutions; ensuring that individuals have the intellectual abilities of reasoning and critical thinking and helping them construct a framework for learning how to learn.[11]

Information Literacy was also defined by Raders Coons (1992, p.113) and mentioned by Tiefel (1995) like the ability to locate and to evaluate the information indeed to solve problems and to make decisions. The literacy people on this field know how to be apprentices of long life in the information society, Fjallbrant (1996) [12]

[8]Freire, Paulo, 1921-1997 / pedagogía de la autonomía: saberes necesarios para la practica educativa.-- México: s. xxi, 1997. pp.27-47

[9]Garza Rosa María, *"Aprender cómo aprender"*. México : Trillas : ITESM, Universidad Virtual, 1998. pp 15-32

[10]English Fenwickw, J C. John C. Hill *"Calidad total en la educación"* EDAMEX, 1995. p118

[11]American Library Association. Presidential Committee on Information Literacy Final Report. (Chicago: American Library Association, 1989. http://www.ala.org/acrl/nili/ilit1st.html

[12]Fjällbrant, Nancy. EDUCATE: a networked used education projet in Europe. IFLA Journal, 22(1), :31-34, 1996.

In Mexico the concept is identified with the present stage, reflects the contemporary reality and mainly it is a tool to face in a competitive way the age of the information. Nevertheless, the term it self, being an English literal

translation does not express the depth upon it is defined; by such reason the meaning that we give to it in this essay is: Development of Informative Abilities (DIA). For aims of a less literal and more practical understanding of the Information Literacy, it will be denominated as Development of Informative Abilities, concept used by *"National Meeting of Informative abilities"* in University Autonomous of City Juarez (UACJ) in 1997 and 1999 which joined hundreds of librarians in Mexico. Under that concept all a series of courses systematically implemented by the Central Library of the UACJ is included in its Guide of Informative Resources.[13]

The concept DIA is used one in this investigation by being considered that it expresses the academic terms: users formation and users education, and it is identified like a set of organic structured courses to have curricular value.

IV. Conclusions

By the previously presented contents, it is considered that the model centered in learning is the suitable one to implement in the Institutions of Higher education and concretely in the Economy School of AUS in this historical period; because it allows to respond to the expectations of a world that faces deep changes in all the fields and prepares the actors of the process not only to transfer knowledge, but mainly to assume an active role in the construction of its own knowledge. Nowadays education demands to develop in the student the ability to look for, select, analyze and evaluate the information, element that makes the active participation vital and essential for the professional librarian in the solution of the problem.

This model organically ties with the reason of being of the professional librarian and sets standards to recognize, and consolidate the profession. By such reason it is essential to have got the directive instances proposals of forums and discussions to dissolve the relative to the teaching - learning model and to promote the one that is centered in learning, or at least to help with concrete actions that allow giving practical steps in that sense.

Responding to that expectation it is proposed according to the curricula and the characteristics of the School of Economy, the implementation of a course for the Development of Informative Abilities (42 hours), with the intention of setting under the approval of the School Principal, the Technical Council and of the University Council to give it a curricular value.

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[13] http://www.uacj.mx/dirinfo/Default.htm

Development of Informative Abilities (DIA)

Course Topics	Hours	Objectives
1. Introduction to library usage	2	• Identify the role that the library play in the higher education • Describe the different areas and public services that the Central Library has • Know and approve the service rules
2. Internet and the economic information	20	• Describe and conceptualize Internet, its evolution and services· Identify WWW as a tool for information location (Electronic Library) • Identify the commands for the browser of Netscape management • Know different information searchers • Design strategies for information search • Locate web pages and links of the economics area and make an outline • Know and practice the procedure for copying information
3. Database of economic information in Dialog	10	• Describe and conceptualize Dialog • Identify databases of the economic area • Design strategies for information search a) menus b) commands • Know and practice the procedures of copying, printing and sending information through e-mail
4. Optimization of usage of the electronic catalogue	5	• Identify general characteristics of SIABUC program • Identify the consulting module features • Describe and practice the different kinds of consults using the search operators • Identify the search results • Know and differentiate the catalographic and bibliographic data card
5. Locating bibliography of the economic area in shelving	5	• Describe and conceptualize the LC classification system· Identify the structure and characteristics of the System • Identify in the topographic sign: Classification, Cutter numbers and Dates • Identify classes, subclasses, Arabic numbers and decimals • Identify and locate in shelves the classes that are related to the curricular content of the economy program

Consulted works and Web sites

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Controlling government: the people and the rule of law

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Abstract

This paper will briefly review how various cultures-ancient and modern-have used the power of publication, and the methods that they have employed in the context of the technology available to them and the ability of their people to understand the laws as promulgated. It will take a brief look at selected jurisdictions to compare and contrast how government information transformed or stymied innovation and social change.

Paper

"The democratization of information is a defining legacy of this millennium. If the institution of representative government is the greatest political contribution to human freedom over these past thousand years, the democratization of information is the bedrock on which it has been built and its greatest guarantor for the future."[1]

As information professionals look back over the last 2,000 years, it is no wonder that many consider Johann Gutenberg the Man of the Millennium. While the crowns and churches across the European continent tried to control the power of the presses through taxation, censorship and licensure, the American colonies

built their case for revolution through a variety of free presses (Benjamin Franklin's Pennsylvania Gazette and Thomas Paine's pamphlet "Common Sense" to name just two). Eventually, modern governments of all kinds came to realize and appreciate the power of an inter-communicative population and used new technologies like radio to influence public opinion and to inspire political action. In this regard, we think of the "fireside chats" of the American President Franklin Roosevelt or of "Radio Free Europe."[2] As long as communication could be confined to political boundaries, governments could exert huge influence upon what was known by their populations.

Today, as new technologies emerge that do no know the limitations of political (artificial) borders, and where information of all kinds is easily globalized, the people of all nations have the opportunity to make better informed decisions about everything from the goods they buy to the leaders they elect.

Since the beginning of recorded history, humankind has shown a predilection for establishing a rule of law or legal system that will formalize rights vis-a vis governors, and relationships among people within societies. Common to various forms of government-aristocracy, theocracy, democracy-we see the development of certain practices that we consider "modern" like the recording of legal instruments, a formula for collection of taxes, and a formal process for resolution of disputes. All the evidences of government regulation of life historically have required some written proof thereof. Hence early in our shared heritage, government becomes both the producer and keeper of information.

It is easy to find the common rationales, regardless of form of government, that leads to this role of "government printer," perhaps more aptly called scribe in the ancient cultures. Why bother to take on this responsibility?

Government dissemination of information first, lessens the chance of inconsistent interpretation of laws. Second, it tends to keep petty, as well as high, officials more honest. Third, it keeps the overall form of government more reliable thereby lessening the chance of rebellion. Fourth, it reduces the human tendency for "self-help" when there does not seem to be a societal solution for retribution. Fifth, it institutionalizes customs or ways of life. Finally, it allows for more mobility among populations and the easy assimilation of new "groups" into an existing (often conquering) group.

Peter Martin of the Cornell Law School has identified a communications framework upon which to evaluate any legal system.[3] His three prongs are: First, the methods of transmission--How does the legal information travel from its source of authority? Second, the methods of access or retrieval--How do those who need to know the law find it? Third, the methods of interpretation and comprehension--How is the law applied to the facts and how is compliance to decisions garnered?

While it is useful to speak of the government as a publisher, except for early religious writings, it was specifically legal information that seemed to be captured in written form early in terms of civilized societies. Athens is often cited as the birthplace of legal publication.[4] Here, the Draconian Code was published for the people to consult on engraved stones or rotatable wooden tablets. These were then displayed in high traffic areas like temples, water wells and in the market place. It is important to note that the Greeks thought it very important for their laws to be written and to be accessible to the people.[5] If this was not the case, then how could rules be found and be binding on the citizenry. Also notable about the early Greeks was the fact that there was widespread

literacy.[6]

The Greek example should be contrasted to the Romans who did not have such a great concern for communicating the law to those affected, but who viewed the writing of the law as a way of preserving the rule of law for future generations and to control the courts.[7] Rather than display laws publicly, although fixed on album, they were placed in the city archives.[8]

It is also important to realize that the Romans were not so concerned with the following of precedent in the substance of the law-judges would decide each case on its own merits-but they placed great value on consistent procedure. We can notice to this day that legal systems often called "civilian jurisdictions" do not rely upon the principle of following precedent and that case reporting is often not "official" and certainly not as critical to the judge's role as is a reliance on codes and procedural codes.

Some would argue that there are other reasons for seeking to "write" the law. Among these reasons is the recognition that law is the result of human labor-not divinely inspired or given-and therefore, it can be challenged and even changed. Additionally, written laws leave a message for subsequent generations. In fact, the message can be complex if written, but is sure to be mangled if only orally inherited.

Roman law is considered the greatest cultural legacy of that ancient empire to the modern world.[9] We know most of what we know of Roman law from a hasty attempt in the mid-500's AD to build a thesaurus of the most important law of the past to be used in the present.[10] This became the Justinian codes. Somehow, this legal legacy was temporarily lost in Europe. It was not until the late tenth century that is appeared again rather inexplicably in Bologna, Italy.

From the humble stone and scribe, society continued to develop and by the fifteenth century the invention of the movable mental type would present yet more reason for consigning laws to written form. What the movable mental type did for law was that it made it possible to reproduce the exact same copy of the law. Authenticity issues and problems surrounding multiple copies of the "same law" with substantial differences could be resolved.

It took nearly four hundred years before customary law was written in Europe, although unofficially at first.[11] In Germany and France, although France's coutumes had something of a quasi-official status, any law not covered was borrowed from the Roman law by filling in gaps with reference to Justinian.[12] Finally in 1453 in France, there was an official redaction of the coutumes with the following explanation given:

> [W]ishing to abridge trials and law suits among our subjects and relieve them from disbursements expenses and to give certainty to judgments…and to remove all kinds of variations and vexations, order, decree, declare, and enact that the customs, usages and procedures of all regions of our kingdom, be reduced and put into writing agreed upon y the common lawyers…once agreed upon will be written and put in books which will be brought before us to have them seen and considered…"
> Ordonnance de Montil les Tours, Art. 125, April 1453

Thus, coutumes transformed law from custom to statute. The age of codification was launched in Continental Europe. This movement toward codification effectively limited the role of judges and also limited the value of case

precedence. Finally, it was hoped that codification would make the law more knowable, more predictable, and more accessible.

Let us now fast forward to the new nation in the new world. This nation, the United States, in many respects was born out of a rebellion against its mother's legal system, yet it ultimately embraced the basic principles of that legal system. In the early years, however, there was a great deal of patriotism and pride manifested in the conviction that the new nation could take the English law and fashion it into its own "Americanized."[13] Second, the early American jurists believed that published law reports, which were de rigueur in the newly birthed states, would unify their populations and show that a pure and singular rule of law prevailed.[14]

Within a relatively short time, official reports replaced private ones, and these official reports tended to be complete, accurate and standard in format. This lent a great deal of credibility to the process as it seemed almost "scientific." Of great significance was the fact that official reports facilitated the sharing of the law across state boundaries, and made it possible for states to forge into new areas. They could be consistent among and between themselves when this would foster commerce, social exchanges, etc. Yet, they would still preserve the option of being "unique" when local heritage or particularly local situations demanded it.[15] Finally, this tradition of publishing the law, created a sisterhood among the states. While their individual laws were recognized vis-à-vis each other and the federal law, there was a common tradition that bound them.

Each generation of American jurists significantly surpassed the previous one in terms of judicial output. Eventually, systems had to be developed to help cope with the sheer volume of the law or else finding precedent would have become impossible.[16] Yet, this uniquely American preference for official and published law along side of unofficial or commercial publications helped to stabilize a nation that was not born heterogeneous in terms of its people's backgrounds and traditions, and as it grew it became even more diverse in this regard.

As the nation matured and it experienced social problems that challenged its morality, as well as its legal system, the official nature of the written law helped judges to render politically difficulty opinions.[17] By relying upon precedent, the psychological effect was that the LAW was responsible for the outcome, not the judge. Hence, it became something of a hallmark of America's legal system that it was a "nation of laws [and not of men]."

Second, the formalistic nature of American judicial opinion writing gave the judiciary a certain right to be the exclusive interpreters of the law. While this may have had great advantages initially, one might say that this could be a factor that has lead to the feeling of distrust and general disenfranchisement from the law often attributed to the American public today. In fact, it might be contended that the public has a palpable disdain for the legal profession overall.

One important point about American judicial opinions must be made and this relates to the practice of deciding which decisions will be published. For the Federal appellate courts, as an example, only about one-fifth of the cases are actually published. Each court sets its own standards in determining criteria for publication, and also determining who will make the decision to publish a specific case. One common critical criterion for publication seems to be if the case is a "landmark" decision-looking at an issue uniquely or perhaps overturning a long-line of precedents. In terms of the "who decides" question, this is often left to the judge who wrote the majority opinion, but it may also be

published upon the motion of a dissenting judge, the chief judge, or by motion by a party to the action.

As the United States evolved from an agrarian economy to an industrialized one, the balance of legal power shifted from the states to the federal government. By the 1930's, the body of administrative law took on enormous importance in the regulation of America's economic development, and the health and welfare of every American citizen. As administrative agencies at the federal level proliferated, a separate mechanism for announcing their regulations was needed. Thus was created the Federal Register (1939), and a few years later the Code of Federal Regulations (1942) that was updated annually and arranged by broad subject categories called "titles." Ultimately, this became the method by which the "Fourth Branch of Government" informed the population of its actions, and was held accountable for its rule-making function.[18]

Throughout the second half of the twentieth century, all aspects of "official law" (statues, regulations and judicial opinions) grew at fantastic rates of output and change. Many private or commercial tools were developed to assist the process of law finding.[19]

By the late 1960's efforts were underway to identify a computer-assisted method for law finding.[20] In most countries outside of the U.S., this process was government sponsored (this includes projects at public universities).[21] In the U.S., it was undertaken at first as a university project in public health regulation at the University of Pittsburgh, and then as a bar association undertaking.[22] The latter ultimately became Lexis. With a few years, West Publishing Company, the largest legal commercial print publisher in the United States, followed at first with a computerized case digest system and then, a full-text system called Westlaw.

Today, the internet presents many new opportunities for the government to disseminate its laws. It is particularly appealing for instantaneous access to "new law," and provides inexpensive ways for commercial ventures to capture information and add value to it, often based upon specialized subjects or selected jurisdictions. Official information previously available in print has been discontinued in many cases. For law, since both currentness and completeness are the guiding principles of research, there is an uncertainty about the preservation of the precedents. It is perhaps this question that is the most challenging to government in terms of its responsibility to "make law available" to its citizens. It remains to be seen how issues of archiving and preservation will be addressed, and how in the absence of these critical undertakings, the American legal system will survive.

In conclusion, the idea of that governments will find ways to insure that their citizenry "can know the law" has a long tradition. Indeed, many governments' only official publications were their laws. We can see that the reasons for publication, and the ways in which the publication process was initially started varied among governments. As we move into a new century, the tendency is to use technology to distribute the law. However this, like many tools of transmission that preceded it, opens up previously unconsidered options, and is not without challenges!

ENDNOTES

1. Robert Homats, Vice-President, Goldman Sachs International, WALL STREET JOURNAL Editorial, February 16, 2000.

2. There are those who contend that the fax machine bulldozed the Berlin Wall.
3. http: /www.droit.umontreal.ca/crdp/conferences/DAC/Martin/Martin.htmlrl.
4. Blume, Peter, "The Changing Shape of Legal Sources and Communications" at p.178 in DATA PROTECTION TO KNOWLEDGE MACHINES, Kluwer, 1990.
5. ibid.
6. This is attributed to the simple alphabet of the ancient Greek language.
7. Blume ibid at p.179.
8. Album was a very common material comprised of a white soft stone tablet that was covered with plaster.
9. See generally, Thomas, J.A.C., TEXTBOOK OF ROMAN LAW, North-Holland, 1976.
10. ibid at p. 6.
11. Watson, Alan, SOURCES OF LAW, LEGAL CHANGE AND AMBIGUITY at p.27, University of Pennsylvania Press, 1998.
12. Coutumes were the scholarly commentary on the laws of the day, particularly local customary law that were collected and written into books. The Library of Congress in Washington, DC has one of the finest and largest collections of the French coutumes.
13. Friedman, Lawrence, M, A HISTORY OF AMERICAN LAW, at p.323, Simon and Schuster, 1985.
14. ibid
15. Friedman, ibid at p.325.
16. Near the end of the nineteenth century, the West brothers marketed their digest system, and Frank Shepard introduced a system for tracking the history and treatment of cases (later applied to statues and regulations).
17. This refers to rather controversial decisions rendered on such issues as slavery, women's rights and labor laws.
18. The U.S. Constitution established a balance of power among three branches-executive, legislative and judiciary. The agencies gave rise to what many called a fourth branch. This is not a positive point of view of the agencies' power.
19. This was the heyday of specialized subject publications that appeared in looseleaf format, and provided both primary source law and practice commentary.
20. The University of Pittsburgh and the Ohio Bar Association lead the pack in trying to find a way to research the full-text of existing law.
21. Notable among these are: German, Italy, Denmark and Sweden.
22. While initially non-profit, this project was recognized as having profit potential, and was supported by, and ultimately purchased by, the Mead Paper Company which extended the coverage beyond Ohio law.

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A draft version of a consolidated thesaurus for the rapidly - growing field of alternative medicine

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Abstract

The field of alternative medicine has undergone a significant transformation in recent decades, emerging into a large and widely-recognized field, and undergoing a process of growing consolidation with the conventional scientific-medical establishment. Consequently, a growing number of articles, dealing with various aspects of alternative medicine, have appeared in scientific and professional journals. An on-line search limited to the 1975-1994 period, that was conducted on eighteen databases specializing in medical and scientific fields, and used by the medical profession, retrieved close to 4000 articles, most of which appeared quite recently, between 1985 and 1994. A draft of a consolidated thesaurus was constructed, based on keywords found in titles and in descriptors of the aforementioned articles. The principles and rules of the thesaurus' construction are described, and illustrative samples of descriptors and lead-in references are displayed.

Paper

Introduction

The field of alternative medicine has undergone a significant transformation in

recent decades. From a marginal and disregarded subject it has emerged into a large and widely-recognized field, undergoing a process of growing consolidation with the conventional scientific-medical establishment. Consequently, a growing number of articles, dealing with various aspects of alternative medicine, have appeared in scientific and professional journals.

Objectives

The objectives of the present study were :

1. to empirically assess, using a bibliometric approach, the growth of literature dealing with alternative medicine, in the recent twenty years (1975-1994), as reflected in the conventional medical and scientific bibliographical databases used by the medical profession.
2. to build a draft of a consolidated thesaurus based on keywords and titles of the aforementioned articles included in databases used by the medical profession.

Methodology

An on-line search, applying the search strategy of a uniform question, and limited to the 1975-1994 period, was conducted on eighteen databases (listed in the Appendix) specializing in medical and scientific fields, in order to retrieve a maximum number of publications dealing with alternative medicine. After eliminating irrelevant items, the final sample included close to 4000 articles, most of which (more than 80%) appeared quite recently, between 1985 and 1994. These articles were further sorted according to country and year of publication and their keywords (whether appearing in article titles or as descriptors) were counted and sorted too.

Findings and thesaurus construction

Evidently, a rapid growth occurred in the number of publications referring to alternative medicine : their number rose from only 195 in the first period (1975-1979) to 443 in the second one (1980-1984), then to 860 in 1985-1989, jumping to 2236 in the last period (1990-1994).

A word dictionary was compiled from all keywords found in these articles, i.e. in their titles as well as in their attached descriptors.

A distinction was made between terms indicating a positive attitude to the field of alternative medicine and those which indicate a negative or skeptical one.

A quantitative analysis showed that the number of keywords, including repetitions, increased considerably from only 405 in the first period to 4721 in the last one.

The number of **different** keywords in article titles grew from 36 in the first period (1975-1979) to 51 in the last one (1990-1994) while the parallel increase in the number of different descriptors was significantly higher, from 30 to 103. Altogether, the total number of different keywords, whether appearing in titles or in descriptors, was about 350. However, after eliminating synonyms and related-meaning words, it appeared that the 'net' increase was more than double, from about 40 different keywords in the first period to about 100 in the last one, meaning an addition of about 60 new keywords during fifteen years.

The findings of the bibliometric analysis concerning the growth of the field are reported in a separate paper. This paper discusses the construction of the thesaurus with regard to the word dictionary that was compiled. A prototype of a thesaurus was built, comprising the topics and subjects appearing in these keywords.

Time and space constraints precludea full-length presentation of our proposed thesaurus. Hopefully, though, it will be soon submitted for publication in one of our professional journals, thus eliciting the essential feedback needed for further improvement of our draft version.

Therefore, the current paper will focus on the background, the general frame and principles (found in Aitchison's *Manual*, 1997, as well as in Lancaster 1986 and Drabenstott 1994) accompanied by some illustrative examples :

1. For each group of synonyms or almost-synonyms one term was selected to serve as the authorized one, and the rest were discarded as unauthorized terms. Thus, about 120 key-words were designated as authorized terms (descriptors) of the newly-constructed thesaurus and the rest (about 100) were recommended to serve only as 'lead-in terms'.

2. One basic dilemma concerned the very name of the field : its proponents call it 'alternative medicine', while the medical establishment usually prefers the term 'complementary medicine'. The first option has been adapted since most databases use it.

3. All terms used in the thesaurus were taken from the searched literature, in compliance with the 'literary warrant' rule.

4. The following terms were proposed to serve as authorized **main** descriptors : Alternative Medicine - [specific term] Aromatherapy, Body & Mind, Chinese Medicine, Complementary Medicine, Healing, Herbal Medicine, Holism, Homeopathy, Manipulative Medicine, Naturopathy, Nutritional Medicine, Oils, Osmology, Preventive Medicine, Spiritual Healing, and Touch. Most of them are on the same hierarchical level, related to each other as RT (Related Term) but a few are related as NT (Narrow Term) to others, like for example 'Spiritual Healing' and 'Touch'. Although they are NT of 'Healing' they were included above since they have their own list of NT terms. All main descriptors are accompanied by a short definition (SN=Scope Note) taken from dictionaries and other reference sources dealing with Alternative Medicine.

5. The abovementioned literature search in the eighteen databases yielded a great number of synonymous or almost- synonymous terms, bearing identical or very close meaning, indicating the yet unstabilized and unstandartized state of the terminology of Alternative Medicine field. It was necessary to choose one term to be the authorized one, to which USE references lead from all other 'unauthorized' terms, which in turn are also listed under the authorized term, under a UF (Used For) note.

   The following 'lead-in' references exemplify one of these cases :
   - Complementary Alternative Medicine USE Complementary Medicine
   - Complementary Approach USE Complementary Medicine
   - Complementary Health Care USE Complementary Medicine
   - Complementary Methods USE Complementary Medicine
   - Comprehensive Health Care USE Complementary Medicine

6. Another case in point is the term 'Alternative Medicine', for which more than twenty synonymous terms were found in the literature, like : Alternative Approach, Alternative Care, Alternative Concept, Alternative Cure, Alternative Health Care, Alternative Health Technologies, Alternative Medical Care, Alternative Medical Treatment, Alternative Medication, Alternative Methods, Alternative Nursing, Alternative Practices, Alternative Remedies, Alternative Services, Alternative System Services, Alternative Therapies, Alternative Treatment, Alternative Vision Therapy, Medical Alternative, Medicare Alternative, and Medicine, Alternative.

   All these terms were assigned a USE note, referring the user to the only authorized term 'alternative medicine'.

7. However, the term 'Alternative Medicine' by itself could not, of course, serve as an authorized descriptor, but it could serve so when accompanied by a more specific subheading, like : case study, demographic aspects, directories, economics, history, insurance, marketing, moral and ethical aspects, media coverage, religious aspects, research and statistics, standards, study and teaching, and others. All in all, close to 38 such authorized descriptors were established.

8. Over forty synonymous terms were found for expressing negative attitudes towards various aspects of Alternative Medicine and one may rightly assume that the high number indicates and illustrates the controversiality of the field. Most of these terms hint at some criticism of Alternative Medicine, mainly its so-claimed and so-called lack of scientific base and evidence. these critical terms are : Anti-Intellectual Medicine, Irrational Medicine, Non-Academic Medicine, Non-Compromist, Non-Conventional Therapy, Non-Medical Practitioners, Non-Medication Alternative, Non-Medicine Treatments, Non-Medicine Treatments, Non-Orthodox Health Care, Non-Orthodox Medicine, Non-Rational Medicine, Non-Scientific Healing Methods, Non-Traditional Nursing, outsider Methods in Medicine, Pseudomedicine, Quackery, Unconventional Healers, Unconventional Medical Care, Unconventional Medicine, Unconventional Methods, Unconventional Remedies, Unconventional Therapy, Unconventional Treatment, Unorthodox Healing Arts, Unorthodox in Health Care, Unorthodox Medicine, Unorthodox Methods, Unorthodox Remedy, Unorthodox Therapies, Unorthodox Treatment, Unproven Medical Alternatives, Unproven Remedy, Unproven Therapy, Unproven Treatment Methods, Unscientific Medicine, Unusual Medicine, Unusual Therapy, Unproven Medical Alternatives, Unproven Remedy, Unproven Therapy, Unscientific Medicine.

   All these terms were included in a newly-assigned term 'Alternative Medicine - Criticism', proposed as the only authorized term, while all others were discarded and not recommended for use in the processes of indexing and query formulation.

Two sample Descriptors, Chinese Medicine and Complementary Medicine, are displayed here to demonstrate the thesaurus :

Example no. 1 :

Chinese Medicine

SN A very ancient school of therapy, with an academic tradition of its own.

Based on the holistic view of man, as a system in which all components are interwoven and mutually connected and affected. Many of its techniques are widely accepted today as an integral part of common treatment in the area of complementary medicine.

UF Chinese Medical Care
Chinese Traditional Medicine
Medicine, Chinese Traditional
Traditional Chinese Medicine

NT Acupressure
Acupuncture
Chinese Herbal Therapy
Chinese Medicine Herbs
Medicine Chinese Therapeutic
Qi Gong
T'ai-Chi
Traditional Chinese Acupuncture
Tu-Chung
Yin and Yang

RT Aromatherapy
Flower Essences
Herbal Medicine
Holism
Homeopathy
Massage
Oils
Osmology
Osteopathy
Touch

Example no. 2 :

Complementary Medicine

SN The combination of conventional scientific medicine with alternative medicine. Specifically, it means those parts, techniques and therapies of alternative medicine, which have been adapted by conventional medicine and formally and institutionally introduced into its treatment system.

UF Complementary Alternative Medicine
Complementary Health Care
Comprehensive Health Care
Complementary Approach
Complementary Methods

NT Complementary Healing Therapies
Complementary Therapies
Complementary Treatment

RT Alternative Medicine
Body & Mind
Chinese Medicine
Herbal Medicine
Holism
Homeopathy

Manipulative Medicine
Naturopathy
Nutritional Medicine

Finally, as an initial draft, the proposed thesaurus presumably contains some mistakes and erroneous decisions. We would be grateful to receive feedback from colleagues, specializing either in the field of Alternative Medicine or in the art of thesaurus construction, so that the current draft can be corrected and improved. It is hoped that feedback from experts and practitioners will help us improve this draft, upgrading it to a useful and practical tool for indexing and information retrieval purposes.

List of Databases Searched

(DIALOG number is given in parenthesis)

1. AIDSLINE (157)
2. AMA Online (442)
3. BISIS PREVIEWS (5)
4. BNA Daily News from Washington (655)
5. CANCERLIT (159)
6. DIGENES (158)
7. Dissertation Abstracts
8. EMBASE (73)
9. Health Periodical Database (149)
10. Health Planning and Administration (151)
11. INSPEC (2)
12. International Pharmaceutical Abstracts (74)
13. MEDLINE (155)
14. PASCAL (144)
15. PMS (457)
16. SciSearch (434)
17. SPORT (48)
18. TOXLINE (156)

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Knowledge Management in Libraries in the 21st Century

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Abstract

The knowledge economy is a new concept that has appeared worldwide in recent years. As a sub-discipline of the knowledge economy, knowledge management is a completely new concept and method of management. It works for converting intellectual assets of workers and staff members in the organization into higher productive forces - competition power and new value. Knowledge management requires linkage of information with information, information with activities and information with man - so as to realize the sharing of knowledge (including tacit and explicit knowledge). The conventional functions of a library are to collect, process, disseminate, store and utilize document information to provide service for the society. In the knowledge economy era, the library will become a treasure-house of human knowledge, participate in knowledge innovation, and become an important link in the knowledge innovation chain. In the 21st century, the library will inevitably face the new subject of knowledge management.

Paper

Introduction

Knowledge economy is a knowledge-based economy. In the knowledge economy era, the management refers to effectively identify, acquire, develop, resolve, use, store and share knowledge, to create an approach to transforming and sharing of tacit and explicit knowledge, and to raise the emergency and innovation capability by utilizing the wisdom of the team. Since knowledge has become the driving force for social development, the attention of the society to information and knowledge is rising and people's demands for information and knowledge are increasing step by step. This has provided a good environment for library development [1]. Moreover, as information and knowledge has become an important productive factor for the modern economic system, the society will inevitably require intensified management of information and knowledge. How to manage knowledge will become an important subject facing libraries in the near future. Knowledge management in libraries should be focused on effective research and development of knowledge, creation of knowledge bases, exchange and sharing of knowledge between library staffs (including its users), training of library staff, speeding up explicit processing of the implicit knowledge and realizing of its sharing.

Characteristics of Knowledge Management in Libraries

The role of knowledge management in libraries will become more and more important along with the development of knowledge economy. It is a new management mode, boasts the following superiority and characteristics incomparable with conventional management:

Human Resource Management Is the Core of Knowledge Management in Libraries

The most important resource in the knowledge economy system is the talents who grasp knowledge. The talent competition has become the focus of market competition in the knowledge economy era. In the knowledge economy era, the libraries will attach importance to vocational training and lifelong education of library staffs to raise their scientific knowledge level and ability of acquiring and innovating knowledge. They also will and fully respect the human value, guide and bring into play wisdom potentialities of library staffs, take developing knowledge resources in the brains of library staffs as an important way for rising work efficiency. An all-round improvement of library staff's quality and positioning of the human value will become important objectives of knowledge management in libraries.

The Objective of Knowledge Management in Libraries is to Promote Knowledge Innovation

Knowledge innovation is the core of the knowledge economy society. As bases for collection, processing, storage and distribution of knowledge and information, libraries represent an indispensable link in the scientific system chain, an important link in the knowledge innovation. Secondly, libraries take part in scientific research process directly. The library work is a component of knowledge innovation. Thirdly, libraries must pay attention to diffusion and conversion of knowledge. They act as bridges for turning the results of knowledge innovation into realistic productive forces. Knowledge management in libraries is to promote relationship in and between libraries, between library and user, to strengthen knowledge internetworking and to quicken knowledge flow. In the knowledge economy era, libraries will carry out researches on development and application of information resources, construction of virtual libraries,

protection of intellectual property rights in the electronic era etc., thus founding the base for knowledge innovation [2].

Information Technology Is a Tool for Knowledge Management in Libraries

Knowledge acquisition is the starting point of knowledge management in libraries. The application of information technologies enlarges the scope of knowledge acquisition, rises knowledge acquisition speed and reduces knowledge acquisition cost. It is impossible to accomplish such important tasks by using man's brains only in the modern society in which the knowledge changes with each passing day. It will be possible to link closely knowledge sources and knowledge workers by computer networks, thus constructing knowledge networks in libraries based on realization of single-point informatization [3].

The knowledge acquired must be accumulated and converged into knowledge warehouses of libraries. The priority of information technologies in the field of knowledge storage not only finds expression in quantity, but also in retrieval, sorting and security of the knowledge. Information technology is also indispensable in the application and exchange of knowledge and other fields. It functions as a source and tool for knowledge innovation.

Contents of Knowledge Management in Libraries

As a completely new method of management, knowledge management in libraries leaves much to be desired in its theoretical system. In my opinion, knowledge management in libraries should include such respects as follows:

Knowledge Innovation Management

Knowledge innovation management in libraries refers to the management of the production, diffusion and transfer of knowledge as well as of the network systems constructed by related institutions and organizations. It includes three aspects, namely, theoretical innovation management of knowledge, technical innovation management and organizational innovation management.

Theoretical innovation management is to enrich and enlarge the theoretical and practical research fields of library science and information science through pursuing the latest development trends in library science the world over. Technical innovation management is to manage the network systems constructed by institutions and organizations that relate to the full course of technical innovation. In their evolution from conventional libraries to electronic libraries, or digital libraries, Libraries should make technical breakthroughs and progress and build up technical facilities to support knowledge management. Organizational innovation management is to create a set of effective organizational management systems adaptable to the requirements in the electronic library era to support and strengthen knowledge management activities, by optimizing the functional departments and operation procedures of libraries.

In these systems, it firstly requires that leaders who take charge of knowledge management activities should undertake to formulate the management plans and coordinate all knowledge management related activities. Secondly, it requires establishment of special leading groups of

knowledge flow for accomplishing all tasks relating to knowledge management activities. Electronic resources committees are established composed of various types of specialists to take charge of evaluating, procuring and creating the electronic resources on the one hand, and coordinating activities of business departments and spurring them on to close cooperation in such fields as procurement and organization of the electronic information resources as well as providing services on the other hand [4].

Knowledge Dissemination Management

Knowledge dissemination is of equal importance as compared to knowledge innovation. Knowledge creators do not have much time and energy to look for knowledge users. Though there are a multitude of knowledge users, it is very difficult to acquire knowledge that already exists in the minds of knowledge creators as restricted b various objective and subjective conditions. Therefore, libraries may play the part of knowledge tosser, use diverse media and channels to disseminate various new knowledge. In the 21st century, the Internet, with its mass information and extensive contents, will provide people with the main approach to searching knowledge and acquiring information. But now there emerge absurd, salacious, false and uncivil information resulting from seeking for commercial profits and political objectives on the Net. Therefore, it is necessary to strengthen knowledge dissemination management in libraries as follows:

1. uninterruptedly strengthening the creation of libraries' own document resources and deepening the development of document information resources;
2. continuously raising the quality of libraries' staffs and strengthening continuous engineering education of working staffs;
3. giving full play to the special role of the expert system in knowledge dissemination;
4. making a comprehensive utilization of all media to ensure security of operation of networks, and prevent online criminal activities and online dissemination of inapropriate information [5].

Knowledge Application Management

In the 21st century libraries should also attach importance to provision of services for people to acquire knowledge and achieve maximum functions and efficiency of knowledge information. Therefore, knowledge services based on high-speed information networks should be carried out by:

1. Setting up virtual libraries or information centers for enterprises, governments, public organizations and scientific research institutions. It is difficult for an enterprise or a social organization to put sufficient manpower, material and financial resources on information gathering, organizing and developing. It is also impossible and unnecessary to spend a large amount of funds on information resources for their own use. Libraries can create virtual libraries or information centers for these organs separately according to their respective information requirements by using abundant information resources on the high-speed information networks.
2. Setting up digitized knowledge services which is actually a development trend of libraries in the 21st century. This presupposes: creating step by step the users-oriented information service systems

such as information dissemination, information search and special supply of information; quickening the creation of digitized libraries; studying the methods, means and techniques of information distribution and search with the Internet as the base and WEB technique as the core.

3. Digitizing libraries' resources. The electronic libraries or digitized libraries are the technical modes and development trends of libraries in the knowledge economy era. The knowledge services of libraries in the future will start with creation of databases comprising electronic journals and books in different languages that have discipline features and can operate on high-speed information networks. Great efforts should be made to transform all existing large non-electronic information resources into electronic information and integrate them into electronic libraries.

Human Resources Management

Human resources management takes it as its basic starting point to train high quality specialized talents and to revitalize the library undertaking. In practice, we should pay full attention to diversity and variation of library staffs' requirements, strengthened management of different library staffs by applying contingency management approach. That is, to some people, rigid management method is applied, rigorous supervision and control imposed, and quantity and quality requirements of work according to regulations and procedures are made clear. And, to the rest of people, more flexible management method is applied to let them participate in decision-making and consultation and undertake more jobs so as to bring their management abilities into full play and realize organizational and personal objectives. Doing well in continuous engineering education of specialized staffs, which should not only focus on the theory of library science and related disciplines, but also cover the latest technical knowledge. And strengthening professional ethics education [6].

Technologies for Realizing Knowledge Management of Libraries

One of the aims of knowledge management in libraries is to promote the knowledge exchange among library staffs, strengthen innovation consciousness and abilities, arise the library staffs' enthusiasm and abilities for learning, making the knowledge most efficiently applied to business activities of the library, and rebuilding the library into a learning organization. Therefore, the main train of thought in realizing knowledge management of libraries is a rational design of the organizational structure and business procedures of libraries, and cultural fostering, as well as modernized information support, thus creating an environment and incentive mechanism forinnovation, exchange, study and application of the knowledge.

In the Field of Organizational Structure, Business Processes and Culture of Libraries

(1) Introducing the CKO System

The Chief Information Officer (CIO) is a conspicuously high management position that has emerged successively in the government departments and large organizations in Western countries since the 1980s. The Chief

Knowledge Officer (CKO) is the highest-ranking person in charge of knowledge management, which has evolved from CIO along with the transition of information research management into knowledge management. The CKO system represents the latest development trends of the information management system of the organizations, and marks the transition of information management from the stage of information resources management to that of knowledge management. [7].

(2) Realizing seamless combination of library business management with knowledge management during the business process reorganization of libraries

Knowledge management integrates itself with the whole process of knowledge exchange, sharing, innovation and application of the organization, and becomes the key driving force for the knowledge innovation, exchange and application of the organization. The implementation of knowledge management will inevitably give rise to organization of library business process. This reorganization will also be the process of further combination of library business management with knowledge management.

(3) Rebuilding the library culture by using the theory of knowledge management

Knowledge management will inject new blood into the library culture. The main contents include: mutual trust, open exchange, studying, sharing and developing knowledge operation mechanism of libraries, enjoying the knowledge management process [8]. In a word, to make full use of knowledge, it is necessary to foster a new type of library culture suitable to its requirement. This is high level requirement of realizing technology of knowledge management.

In the Field of Information Technology

The main information technologies relevant to knowledge management includes: Internet, Intranet and Extranet; storage architectures; database management systems; metadata; data acquisition and gathering; dissemination, messaging; push and pull; information retrieval; information resources sharing; groupware; middleware; on-line analytical processing; multidimensional analysis and data mining. How to convert data to the object of knowledge management - knowledge is also relevant to some basic information technologies, mainly including data processing, reporting, networked communication, document management, information search and retrieval, relational and object-oriented databases, electronic publishing, work flow and help desks [9].

In addition, because of the differences in architecture, usage and characteristics between information and knowledge, the storage and management of knowledge are more complicated than those of information. The storage architecture technology, database management system technology and metadata are also the key technologies in knowledge management.

Conclusions

Economic environment and information environment is changing quickly

today. Knowledge management has become a powerful tool for promoting innovation and realizing reengineering the various walks of life. It occupies very outstanding position in the creation of the knowledge innovation systems of a country. How for the library circles to meet the challenge of knowledge economy and to build the knowledge management systems of libraries is a subject that demands our urgent study and solution.

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Summary

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Internet Librarianship: Traditional Roles in a New Environment

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Abstract

This paper looks at some of the potential roles that librarians could adopt in the age of the Internet. It will outline the effect that networked information is having on the library profession. It will identify the new roles that information professionals are performing and shows that traditional professional library skills will continue to provide a good foundation for the sector. The paper concludes with a look at how some of the skills we traditionally associate with librarianship have been applied within the Internet environment.

Paper

The Internet is democratising information, empowering the masses and allowing end-users access to a vast array of resources. It is also significantly altering the work of information professionals. This paper will look at some of the roles that information professionals have developed and will suggest that the skills that support these are as relevant as ever in this new networked information era. This paper will go on to consider how these roles and skills transfer into a networked environment with reference to experience drawn from my own work as an Internet Librarian.

Changing Environment

The main focus of this paper will be on the most notable change to affect the working practices of librarians in recent years - the increase in electronic information and communication technologies and in particular networked information.

These network advances have transformed modes of communication and will result in significant changes to traditional library structures to accommodate organised information and access to it. From your desktop it is now possible to "link easily and cost effectively into services, systems and information which were previously either not accessible or not even known"[i]. The characteristics of the environment in which librarians are now working include: greater access to a range of information; increased speed in acquiring information; greater complexity in locating, analysing and linking information; constantly changing technology; lack of standardisation of both hardware and software; continuous learning for users and library staff and substantial financial investment for technology[ii].

Traditional Roles and Skills

The information that users require may be accessed differently but the skills information professionals need to manage this information can be adapted from established practices. There is no denying that this is a new global library environment and it is one in which librarians are still finding their way. However, the foundations of the profession and the skills and roles associated with it will help to ensure librarians survival. The core skills traditionally associated with information professionals which include information handling skills, training and facilitating skills, evaluation skills and concern for the customer are all still relevant. These skills cover cataloguing, classification, indexing, enquiry work and user education all functions which if managed by librarians will help to make the Internet an easier place to navigate. Librarians in all sectors have built up roles and library services based on collections and users needs and according to Creth the "values that are the foundation of the library profession should remain the same into the next century…values of service, quality, universal access, and co-operation".[iii] It is the way in which these values are translated into operations and activities that will undergo substantial change.

Lancaster correctly states that in order to justify its existence in the electronic world, "the library must continue to perform one of the most important functions it now performs in the print-on-paper world: to organise the universe of resources in such a way that those most likely to be of value to the user community are made most accessible to this community, physically and intellectually."[iv].The vast amount of information available in a networked environment suggests that there is more than ever before a role for trained intermediaries with search skills, abilities to analyse and evaluate resources and match needs with sources. The traditional library skills mentioned above should be reassessed and their value to information services in the electronic environment applied. For example, the skills of cataloguing and classification can be used to improve the end users experience of networked information retrieval. The creation of meaningful metadata files based on cataloguing principles can help users find needles in the Internet haystack. The creation of catalogues including electronic resources can ensure access, authenticity, reliability and validity of networked resources.

The increasing amount of information available to users and the ways in which it can be accessed has in theory made it easier for users to get the information

they require. However, in practice there is now a danger that they can be overwhelmed by the amount of information they receive making it difficult to locate the exact information they seek as well as overseeing issues of accuracy and authenticity. The role of librarian as both user-educator and intermediary is prevalent in this environment.

The foundations of librarianship, which include skills such as cataloguing and user education are, as explained above, as relevant in an electronic age as they are in a print based one and will continue to provide a solid base of skills.

New Roles and Skills

In addition to the professional skills mentioned, the librarian of the future must be equipped with a wide range of personal and transferable skills in order to manage the changing environment in which he or she works. The importance of transferable skills over information technology skills should be highlighted here. Management and interpersonal skills will make librarians more effective managers of networked resources and services. As Hastings says "it is more important that digital librarians possess particular personal qualities (which are innate) rather than specific technical expertise (which can be learned)."[v]

This is not to say that the way to avoid the electronic age is for library professionals to stick their heads in the sand. The information professional must change and adapt to the new electronic information environment, he or she must learn about new technologies and be aware of the strengths and weaknesses of them. Librarians should not feel threatened by computers and technical developments but should move forward with the new technology and take a pivotal role within organisations.[vi]

Information professionals within libraries are playing an increasing role in dealing with information in electronic formats by creating Web pages to promote their services to external customers and choosing automated library management systems. Skills in information organisation are more necessary in this age of information explosion. Library and information professionals have a key role to play in this era. For example, librarians are well equipped to take intranet projects through the various stages of design and maintenance as they understand their users and their organisations information needs and have the range of skills to manage knowledge effectively.

The role of the librarian in this context is to help users find the information they require then provide them with the tools to assess and use the resources for their individual needs. Creth suggests that librarians achieve this by "actively seek(ing) out users in a variety of settings" and by making "full use of information and multimedia technology" by offering instruction in a variety of formats (including Web based instruction and online tutorials).[vii]

Working in an Internet Environment

I am project manager for Biz/ed[viii] which is based at the Institute for Learning and Research Technology[ix], University of Bristol[x]. Biz/ed is an Internet based educational resource for business and economics academic staff, librarians, researchers and students. The management of the Web site itself is a good example of transferring traditional library skills to the Internet environment. Biz/ed itself contains over 4000 static Web pages which have to be organised in a way which will make it easy for users to find the information they require.

One of my main responsibilities as project manager for Biz/ed is to oversee resource discovery in the areas of business, management and economics for the Social Science, Business and Law Hub (SOSIG)[xi]. SOSIG is one of the 'faculty' based hubs which make up the RDN (Resource Discovery Network)[xii]. The RDN is the UK's 'academic library of Internet resources', supporting academics by offering access to thousands of networked resources.

Cataloguing the Internet

The Internet resources selected by the three information professionals who currently contribute to Biz/ed are entered into an Internet catalogue which is available on Biz/ed or by cross searching SOSIG. The catalogue is a collection of high quality Internet resources located on servers around the world which holds over 1600 records. The catalogue can be searched or browsed and has the added value of resource descriptions which allow users to decide whether the resource is worth accessing. The Biz/ed Internet Catalogue is the Internet version of an academic library. The gateway points to Internet resources but applies many of the principles and practices of traditional librarianship to the collection. Every resource has been selected, classified and catalogued by an information professional. Biz/ed has a collection management policy, quality selection criteria, a classification system, and catalogue records and rules. These methods are widely recognised as being essential for the organisation of printed information, and they translate very effectively to the electronic environment.

Gateways such as Biz/ed can be seen as the electronic equivalent of academic libraries. The librarians submitting resources into this catalogue are serving a similar function to those building traditional print collections based on journals and books.

User Education on the Internet

As the Web is increasingly becoming the first place that students will look for materials the role of information professional as intermediary will also grow in importance. As librarians working with this medium it is up to us to introduce the strengths and weaknesses of the Internet as we would any other library resource during our user education programmes. Just as a traditional academic library offers a programme of "user education" to students and lecturers to maximise the benefit they receive from the library, UK librarians working in the Internet environment in conjunction with the RDN are developing networked user education to help people to get more from this very rich information service. It is our experience that many users do not realise how rich a source the Internet can be and that it can be used to find many research and teaching materials. Traditional library user education in a university, college or school offers users:

- Library tours - to become familiar with the layout of sections of the library
- Library induction sessions - to learn about the services available and to learn how to use them
- Subject guides - to identify the key information resources for a particular discipline
- Support from subject librarians - to get specialist help
- Information skills development - to learn transferable skills in information handling

By applying a traditional library role such as user education and the knowledge of the best resources available for their subjects in the Internet environment an

Internet librarian is well placed to provide a comprehensive Internet information seeking skills induction.

I am currently producing 'Internet Business Manager' for the RDN Virtual Training Suite[xiii]. The RDN has funding to create ten Web-based, interactive tutorials designed to help students and lecturers develop their "Internet information skills" and to offer a subject-based introduction to discovering, choosing and using high quality Internet resources and materials. The RDN Training Suite will cover the key information skills for the new Internet environment. They will introduce basic ideas, techniques and examples of how the Internet can be used in education within specific subject disciplines. The tutorials will be free to access via the World Wide Web, and will each offer a self-paced lesson lasting around 15-30 minutes. It is also envisaged that these tutorials will help academic librarians who need tools to support their user education programmes

The tutorials will be based on the Internet Detective[xiv] model. Internet Detective is an interactive, online tutorial that provides an introduction to the issues of information quality on the Internet and teaches the skills required to evaluate critically the quality of an Internet resource. It offers a variety of learning methods, including tutorials, exercises, worked examples and quizzes.

Working on this project I am able to bring my subject expertise, library skills and Internet knowledge together to create a user education programme for Internet users interested in the areas of business and management in effect becoming a subject librarian of the Internet.

This paper has discussed the relevance of traditional library skills in the new era of networked information. It has shown that librarians in all sectors have an important role to play in shaping the Internet through resource discovery and by familiarising themselves with Internet cataloguing standards they can help to ensure consistent records are built. They also have an essential role in teaching their users about critical information seeking on the Internet and assessing the materials they find for quality. If librarians successfully transfer the foundations of the profession into this new medium they will continue to be seen as vital information intermediaries.

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Classroom collections and reading patterns

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Abstract

The elementary school regards the development of reading skills and the cultivation of free reading among pupils as one of its tasks. One of the ways of achieving this is to operate libraries in the school. Some schools provide only a central library, while others believe in operating classroom collections in the elementary grades, so as increase childrens' exposure to books and reading. The reading habits of 301 fourth-grade pupils in Israel were examined. The sample included: (a) children who participated in a class library project in grades 2-3, with a central library also existing in the school; (b) children who participated in a class-library project in grades 2-3, with no central library in the school; and (c) children who did not participate in a class-library project, while having a central library in the school. A certain contribution of the class library project is apparent, but the realization of this contribution depends on the existence of a central library in the school. A class library is not a substitute for a central collection, though it can constitute one approach among several that can encourage children reading.

Paper

Introduction

Children read to satisfy the natural urge of curiosity and to broaden their

understanding of the world they live in. Reading satisfies additional needs of the child: coping with challenges, a sense of security, gaining approval, a sense of belonging, being loved, the quest for identity, and identification with historical figures or fictional characters. Stephen Krashen (1993) summarizes studies that indicate the power of reading. Research results have shown that reading contributes to improvement of vocabulary, spelling, writing style, reading comprehension, and of grammatical development.

Daniel Boorstin (1984) maintains that free reading, or the lack of it, is what determines a society's extent of advancement and enlightenment, cultural characteristics, and capacity for intellectual self-rule: therefore, one of the goals of an enlightened society is that its members will be "readers for pleasure" or "free readers." The process of becoming a free reader is a gradual one. Chall (1983) posits six stages through which the child passes from becoming reader to skilled reader, and ultimately to free reader:

Stage 0: Prereading: the preparing stage - occurs during the preschool age - birth to age 6.

Stage 1: Initial reading, or decoding stage - occurs during grade 1-2, ages 6-7. The essential aspect of stage 1 is learning the arbitrary set of letters and associating these with the corresponding parts of the spoken words.

Stage 2: Confirmation, fluency, ungluing from the print - occurs during grades 2-3, ages 7-8. Reading in stage 2 consolidates what was learning in stage 1.

Stage 3: Reading for learning the new - new knowledge, information thoughts and experiences - occurs during grades 4-8.

Stage 4: The stage of having multiple viewpoints - occurs during high school, ages 14-18.

Stage 5: Construction and reconstruction - occurs during college/ university, age 18 and above. In this stage the reader is able to use selectively the printed material in those areas of knowledge central to one's concern.

Chall argues that stage 2, that of fluency, which occurs during grades 2-3, is the focus of interest as far as reading for pleasure concerned. The transformation of a beginning reader into a free reader is dependent on this stage.

Anderson, Wilson and Fielding (1988) found that the measure of the amount of time devoted to reading in the period from grade 2 to grade 5 is the best predictor of the child"s development as a reader. Morrow (1983) maintains that reading habits take shape up to grade 6. At that age, the child's "reading type" is already an irreversible fact. Hence, the development of reading skills and the cultivation of free reading among pupils form one of the main task, of the elementary school.

Schools employ motivational reading activities of various kinds:

A. Providing children with opportunities, time, and materials to engage in book-related activities by:

- Placing large selection of popular books in school, e.g., "book flood" projects in New Zealand and Great Britain
- Present literature to children daily
- Free silent reading in class Reading aloud in class

- Discussion of books with teachers or librarians

B. b. Creative activities:

- Sharing books through written or oral communication, in visual form, or by videos, displays, etc.
- Having children make their own books Using creative storytelling techniques , e.g., puppet shows, music stories

C. Activities that encourage reading outside of school:

- Reading time outside the classroom, such as reading at home specified as an assignment, or reading with a parent.

One of the ways to encourage reading is to operate libraries in the school. Librarians believe that this enriches the print environment and results in more reading.

Some schools provide only a central library that constitutes an inclusive resource center and serves all the grades in the school with their different needs. Some societies or locales, however, also believe in providing classroom collections in the elementary grades, so as to increase children's exposure to books and reading.

The classroom collection, which is usually situated in a specially designated area of the room, generally consists of fictional materials as well as a number of non-fiction and/or reference books, the proportiopn between them depending on the school. The existence of such a classroom collection, housed and presented in the appropriate conditions, can create a congenial atmosphere, conducive to reading. One of the weaknesses of this arrangement lies in the fact that the classroom collection is, of necessity, limited.

Studies conducted in various environments, e.g., kindergarten, day-care centers and elementary school classrooms have shown a certain amount of evidence of the influence of classroom collections on children's reading patterns, when in conjunction with the implementation of regularly scheduled literary-based activities.

In Israel, the Ministry of Education initiated twelve years ago a class-library project for first through third grades. The original motivation was to encourage improvement in reading comprehension skills, as at that time elementary school libraries were not well developed. Over the years the situation of elementary school libraries has improved, while simultanously the concept of classroom collections has developed and become an integral part of the approach known as "Language as a whole". In this approach the acquirement of reading skills is perceived as a natural process instead of a technical one. In the framework of this approach, a gradual transition has taken place from the use of traditional "readers" (textbooks) to the use of fictional books in classroom reading instruction. The classroom collection is especially utilized in this way, with the work of the teacher centering on the collection. Children are allowed free access to the collection, with groups of children reading the same book, or a number of books on the same topic. The children then discuss what they have read, report on their reading to the class, or even write a similar "book" of their own.

Hundreds of classrooms across Israel actively participate in this project, which is coordinated by a project manager in cooperation with a professional committee whose task it is to choose the appropriate books to be included in the classroom

collection. The books are then centrally purchased by the Ministry of Education and distributed to the schools. Only schools which also possess a central library are allowed to participate in the project. Schools that do not officially participate in the project have also developed classroom collections at their own expense, thereby making such collections the norm in a majority of Israeli elementary schools.

The Study

Despite the possible importance of class libraries, only a small number of studies have assessed their effects. Most of these studies focused on children's reading habits while they were participating in a class-library project, but not on the long-range effects of the projects. The present study's objective was to investigate the relations between the type of school library and the pupils' reading habits over the long range.

The study's hypothesis

Pupils who have a central library in their school together with classroom collections read more than pupils whose school has only a central library or only classroom collection.
Reading was measured by:

1. Amount of reading
2. Average number of hours per day devoted to free reading
3. Having library-borrowed books at home

Research design

Questionarries were distributed among a sample of 301 fourth-grade pupils from four elementary schools. The socio-demographic characteristics of the four schools pupils were quite similar: center of the country, urban areas, middle-class. The sample included:

A. children who participated in the class-library project in grades 2-3, with a central library also existing in the school (107 pupils)

B. children who participated in the class-library project in the grades 2-3, with no central library in the school, but with classroom collection in all the classes including the forth grade (91 pupils)

C. children who did not participate in a class-library project, while having a central library in the school (103 pupils)

Some 6.3% of the subjects (19) did not have books for free reading of their own, 24% (72) had only few reading books at home, and 69.7% (209) had many private books at home (see Table 1) (Reading books exclude reference and non fiction materials). Comparing the pupils by their school libraies reveals a picture that is largely similar, although few more books were owned by pupils in whose schools there were central libraries only and more books by pupils whose schools had central libraries and who had also undergone a class library project in grades 2-3, hereafter referred to as combined libraries.

Table 1 Amount of Private Books by Type of Library

No. of Reading Books at Home	Combined Libraries	Central Library	Classroom Libraries	Total
No books	9 (8.5%)	5 (4.9%)	5 (5.5%)	19 (6.3%)
Few	18 (17%)	26 (25.2%)	28 (30.8%)	72 (24%)
Many	79 (74.5%)	72 (69.9%)	58 (63.7%)	209 (69.7%)
	n= 106	n=103	n=91	n=300

Results

In table 2 amount of book reading by the study subjects is detailed according to type of library in the school. The table shows that the percentages of pupils who could be called intensive readers (reading 1-2 books per week) are similar between pupils in schools with class libraries only (72.6%) and pupils in schools with combined libraries (69.2%). In schools with a central library only, only 60.8 of the pupils responded that they read at least one book per week. As for reading at least one book every two weeks, the percentages are 96.3% of pupils in schools with combined libraries, 93.5% of pupils in schools with a class library only, and 83.3% of pupils in schools with a central library only.

Table 2 Amount of Books Read According to Type of Library

	Classroom Libraries	Central Library	Combined Libraries	Total
2+ books per week	34 (37.4%)	32 (32.4%)	22 (20.6%)	88 (29.3%)
1 book per week	32 (35.2%)	30 (29.4%)	52 (48.6%)	114 (38.0%)
1 book per 2 weeks	19 (20.9%)	23 (22.5%)	29 (27.1%)	71 (23.7%)
1 book per 2 month	4 (4.4%)	12 (11.8%)	4 (3.7%)	20 (6.7%)
1 book per ½ year	2 (2.2%)	5 (4.9%)	0 (0.0%)	7 (2.3%)
	n=91	n=102	n=107	n=300

Regarding "low readers" among the pupils, again we find that more of the pupils from schools with a central library only (16.7%) stated that they read little (one book per two months to half a year), compared to only 6.6% of the pupils from schools with class libraries only and 3.7% of the pupils from schools with combined libraries.

In terms of how much time pupils devote to free reading activities, a similar picture emerges (see Table 3). Much reading - more than two hours per day was done by 18% to 19% of the pupils. Some 70% of the pupils in schools with class libraries only devote a half hour to an hour per day to reading, compared to 76.7% of the pupils in schools with central libraries only and 81.3% of the pupils in schools with combined libraries. Pupils who read a half-hour or more per day include 99% of those from schools with combined libraries, 95% of those from schools with a central library only, and 89% of those from schools with class libraries only.

Table 3 Average Number of Hours per Day Devoted by Pupils to Reading by Type of Library

Reading Time	Classroom Libraries	Central Library	Combined Libraries	Total
Over 2 hour	17 (18.9%)	20 (19.4%)	19 (17.8%)	56 (18.7%)
One hour	31 (34.4%)	42 (40.8%)	46 (43.0%)	119 (39.7%)
0.5 hour	32 (36.6%)	37 (35.9%)	41 (38.3%)	110 (36.7%)
No reading	10 (11.1%)	4 (3.9%)	1 (1.0%)	15 (5.0%)
	n=90	n=103	n=107	n=300

Pupils were asked whether there existed at present in their home a book they had borrowed from a library of any sort. Among 23.1% of those whose schools had class libraries only, no book borrowed from any library existed at the moment in their home; the figures were 14.6% for pupils in schools with central libraries only, and 9.3% for pupils in schools with combined libraries (see Table 4). In otherwords, 91% of the pupils in schools with combined libraries had a library book in their home, compared to 85% of pupils in schools with a central library only and 77% of pupils in schools with class libraries only.

Table 4 Having a Library Book at Home

Having a Library Book	Classroom Libraries	Central Library	Combined Libraries	Total
No books	21 (23.1%)	15 (14.6%)	10 (9.3%)	46 (15.3%)
From the classroom library	29 (31.8%)	0 (0.0%)	0 (0.0%)	29 (31.8%)
From the central library	0 (0.0%)	83 (80.6%)	94 (87.9%)	177 (59%)
From the public library	55 (60.4%)	25 (24.3%)	15 (14.0%)	95 (32.0%)
	n=91	n=103	n=107	n=301

The percentages of pupils who had more than one library book in their home were at least 14% of the pupils in schools with combined libraries, 24% of the schools with a central library only, and 32% of the pupils in schools with calss libraries only. A large precentage (over 80%) of pupils in schools with a central library only had a book borrowed from the central library in their home, and even more (88%) of the pupils in schools with combined libraries.

Pupils in elementary schools possessing combined libraries, visit the central library more frequently than pupils in schools that have only a central library (Table 5). While 88.6% of children in elementary schools possessing combined libraries visit the central library in their school at least once a week, only 62.7% of pupils in schools that have only a central library, visit their facility school at least once a week.

In terms of books borrowed from the public library, an almost converse picture emerges. Only 14% of the pupils in schools with combined libraries had at the time of the study a reading book from the public library, compared to 24% of the pupils in schools with a central library only and 60% of the pupils in schools with class library only.

Table 5 Visits to the Central Library

Visit to the Central Library	Central Library	Combined Library	Total
Twice a week	49 (48.0%)	84 (79.2%)	133 (44.6%)
Once a week	15 (14.7%)	10 (9.4%)	25 (8.4%)
Once in two weeks	19 (18.6%)	4 (3.8%)	23 (7.7%)
Once a month	19 (18.6%)	8 (7.5%)	27 (9.1%)
	n=102	n=106	n=208

A check revealed that 24.3% of the pupils in schools with combined libraries were registered at the public library, compared to 39.85% of the pupils in schools with a central library only and 67% of the pupils in schools with class library only. The fact that among pupils in schools with class libraries only the registration in and borrowing of books from public libraries is higher that among the other two categories of pupils is probably connected to the fact that the former type of pupils lack a central library in their school. The lack of a central library in their schools, caused them to look for other source for book, outside of the school.

Discussion

The disparities in reading among pupils in schools with the different kind of libraries are not drastic. In reporting on amount of reading, the pupils in schools with combined libraries score highest, and the pupils in schools with class libraries only are a close second. With respect to time devoted to reading, similar percentages (18% to 19%) of intensive readers are found. In terms of pupils who devoted half an hour to an hour per day to reading, the ranking is: combined libraries 81.3%, central libraries, 76.7%, classes library, 70%.

The criterion of having a library-borrowed book in the home also finds combined libraries in the highest place (91%), followed by central libraries (85%) and classes libraries (77%). It should be remembered that class libraries are small, and their collections are limited compared to central school libraries or public libraries. However, central libraries are more accessible to pupils than public libraries.

It is important to note that the class library project was held while pupils were in grades 2-3, but may still have exerted an influence the following year, in which the children no longer had class libraries but did have access to the central library. Thus, it may be that a certain contribution of the class library project to children's reading emerges, but the realization of this contribution depends on the existence of a central library in the school.

A class library is not a substitute for a central collection, with its variety and different levels of material, and services of a professional librarian. A class library can only constitute one approach among different approaches that can encourage children reading.

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Bibliographic control - is the current training still relevant?

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Paper

Introduction

Lor (1996) applies the metaphor of a net, as in a fishing net or a butterfly net in order to explain bibliographic control. He pictures bibliographic control as creating a finely-meshed net of bibliographies and bibliographic databases which is so comprehensive that nothing that is published can escape being recorded, located and made available for use. The aim of bibliographic control is therefore to list information sources in a systematic manner to enable people to become aware of what information is available, and where it can be located. The main bibliographic control activities involve acquiring information sources; compiling bibliographic descriptions for these sources; assigning bibliographic access points to the descriptions; subject cataloguing (which includes classification, assigning verbal subject headings, indexing and abstracting); and authority control.

The aim of this paper is to discuss the reasons for training in bibliographic control; to identify new developments and trends which may have an influence on the training in bibliographic control; to identify the competencies a bibliographer should possess; and to propose a curriculum and training programme taking the new developments and competencies into consideration.

Reasons for teaching bibliographic control

Training in bibliographic control is important for the following reasons:

National and universal bibliographic control

Bibliographic control on a national level provides a system which makes the identification and localising of information sources within the country's borders possible. Apart from the identification, recovery, collection and preservation of the physical items which originate in the country, the creation of bibliographic records which describe and identify the publications is very important. The publication on its own is of no value to the information community without the records indicating their existence and giving access to the content.

When looking at national bibliographic control in relation to universal control it is important, in addition to collection of items, for the national bibliographic agency to also be responsible for the creation of authority and bibliographic records for every new publication issued in accordance with accepted international standards. If all countries try to apply bibliographic control on the national level, a degree of universal bibliographic control would be possible.

Cooperation between libraries and information services.

It has become impossible for institutions to collect all the items to satisfy their consumers' needs because of economic restrictions and the increase in published sources of information. Cooperation occurs especially in regard to shared cataloguing and the sharing of resources. The library catalogue no longer functions only "to show what the library has" but to show what the library can obtain for the user. Therefore, the catalogue records created by a library must fit into the larger universe.

Quality service to the users

Nowadays, much prominence is given to delivering quality products and services. Daniel (1993:46) says that "information professionals must take greater responsibility for the quality of products and services delivered to the client" Lozano (1997:148) takes it a step further by saying "quality is not only reduced to 'what is offered' (the product or service that is supposed to have quality), but also to 'how it is offered'".

A library or information service is an industry like any other industry. The clients and end users of this service are very aware of issues concerning quality. It is therefore clear that any library that ignores bibliographic control is seriously misusing and under utilising its collection and is certainly not giving the user the service they deserve. Bibliographic control is in itself a form of quality assurance. It can be regarded as a measure that is built into the catalogue or database to ensure the quality of interaction between the user and information.

Development of systems and databases

Today, increased computer power makes sophisticated searches possible - for example using Boolean logic or truncation. However, the internal architecture of online systems is based on the blueprints provided by bibliographic control (Gorman 1992:694). Valuable input during the development of databases and online systems can be provided by people fully acquainted with the principles of bibliographic control.

It is therefore quite clear that teaching of bibliographic control will remain

essential in order to ensure national and universal bibliographic control, to enable information services to share resources and cataloguing records, to provide a quality service to the user, and to develop effective online systems.

Current trends which may have an effect on the teaching of bibliographic control

Computerisation of processes

The most obvious, and possibly the most important, social force affecting bibliographic control is the computerisation of library processes and technological changes. In addition to a knowledge of the cataloguing rules and codes, knowledge of a wide range of computer systems, software, online bibliographic networks is therefore essential.

Networking and interconnection

Bibliographic networks and consortiums are now a familiar part of the bibliographic landscape. With the arrival of bibliographic networks and consortiums the need for bibliographic control has increased. Previously, each library could develop its own standards for their own files whereas bibliographic networks and consortiums do not permit this variety or luxury but demand far greater comprehensiveness and standardisation of bibliographic records.

The Internet

The Internet has generated enormous excitement. Users "surf" the bibliographic universe in the hope of coming across some useful information. However, search engines are not suitable as tools for information retrieval because "Full text, keyword searching has not proved to be a replacement for fields searches of structural records, and no index has yet supplanted the catalog/surrogate record architecture" (Dillon & Jul, 1996:216).

Libraries also realise that to limit their OPACs to the library's holdings only would result in a disservice to the users who expect one stop shopping when using the library's catalogue. Therefore, many online catalogues have been expanded to include Internet sources. The integration of records describing Internet resources require a significant level of effort to bring metadata in source documents up to the standards needed for integrating these sources into existing information delivery systems (McDonnell, Koehler & Carroll, 1999:39).

New development in the field of bibliographic control.

The problems experienced with bibliographic control, especially on the international level, and the capabilities of computer technology give rise to new ideas, for example the creation of an author number or the Dublin Metadata Core Element Set.

Experiential training

Practical work and on-the-job-experience have always been considered to be an integral part of cataloguing courses. To gain cataloguing experience students are required to work a couple of weeks in the industry. Libraries and information services find it more and more difficult to participate in these programmes in

collaboration with the education and training institutions because of their own staff constraints.

These identified trends clearly have an effect on the training of students in bibliographic control and the outcomes expected from industry. Apart from the traditional knowledge and expertise it is also expected of the bibliographer to gain new knowledge and experience. Not only the students, but also those responsible for training the students, are coming under pressure.

Competencies the bibliographer should possess

Taking current practices and new developments into consideration, the question can be raised: What competencies should the bibliographer possess in order to execute the activities as identified at the beginning? Considering the activities, it is quite clear that bibliographic control requires certain tools, a base of detailed knowledge to utilise the tools, and a range of practical skills in order to perform the work fully.

The tools of the trade of bibliographic control are:

i. Bibliographic standards and rules
The bibliographer should know and be able to apply bibliographic standards, whether he/she creates metadata or bibliographic data.

ii. Peers
"No man is an island" and "Two heads are better than one" speak for themselves.

iii. The brain
Bibliographers have to know how to think analytically, systematically and critically in order for example to analyse the subject content of a publication and to assign the correct subject heading or classification number to the publication.

iv. The computer
This tool supports and implements the activities and ideas created by the interaction of tools (i), (ii) and (iii).

Bibliographers require the mastery of all four tools in order to do quality bibliographic work. In order to master the tools, bibliographers must have the following skills:

Cataloguing and classification skills.

Although some traditional library skills, such as filing and indexing have become increasingly irrelevant in computerised databases, activities such as cataloguing, classification and authority control will remain core processes, regardless of whether printed or electronic sources are organised and made accessible.

Analytical and critical thinking skills

Analytical and critical thinking skills are being widely acknowledged as vital to professjonal success in many fields. These skills will be needed to make sense of the many content types and the new electronic formats that become available.

Computer literacy

New technologies and new types of sources demand that information professionals must become experts in the use and handling of the latest technologies and interfaces for information organisation, retrieval and delivery.

Interpersonal skills

Strong interpersonal skills are required. Bibliographers do not work in isolation - they often work closely with colleagues, advise each other, and discuss work issues on a regular basis.

One can therefore conclude that apart from the traditional skills like cataloguing and classification skills, the bibliographer must also possess skills such as computer literacy in order to keep up to date with the new developments in the field of bibliographic control.

Curriculum and teaching of bibliographic control.

In the recent past much has been written about the reasons for the shortage of competent bibliographers. Library schools also came under fire for contributing to the problem of a shortage of good cataloguers. Courses in bibliographic control have also been criticised. Some of the criticisms expressed were:

- Library schools do not prepare students adequately for the work they have to do.
- Students find the contents of cataloguing courses strange and often regard it as unnecessarily complicated.
- The way in which cataloguing is taught does not correspond to the way it is done in practice.
- New developments in the field of cataloguing are not reflected in the curricula.
- Lecturers are not sufficiently competent to transfer the challenges offered by the information technology to the students.
- Time devoted to teaching cataloguing is progressively cut back to make way for other themes.
- Teaching theory of bibliographic control is neglected.
- Not enough practical work is done by students to enable them to understand the theory properly and to provide a starting point for in-service-training.
- Dull classroom presentations.

Many criticisms are found, however, few suggestions are made on the improvement of these courses. From the newly identified trends and the criticisms which were expressed, it is however clear that:

- There should be a proper theoretical background.
- Theory and practice should be well-balanced.
- Current trends, technologies, codes, formats, etc. should be reflected in training.
- Students should be taught to use their own judgement, to think critically and analytically.
- Notice should be taken of the developments in industry in order to prepare students for the real world.
- New training methods should be identified in order to make training more interesting.
- The role of the teacher should change from "content provider" to "interactive tutor" and the role of the student from "information absorber" to

"interactive participant".

In the literature a lot of emphasis is placed on the course content, but not on the methods of training. In an article by Gorman (1992:694) a well-balanced core syllabus which can serve as a base and enable students to function more effectively in more than one situation is presented. However, the time allotted for teaching the principles and activities of bibliographic control in the curriculum is often not enough to train students thoroughly in all the required skills. Time limitations in the courses make it impossible to master anything more than the basic principles and activities of bibliographic control. The challenge will therefore be to teach students thinking and decision making skills and not merely tools and techniques.

As already mentioned practical work is an integral part of cataloguing courses. However, libraries find it more and more difficult to participate in training programmes. On the other hand, students should still have the opportunity to work on real problems under real conditions. How can this be accomplished? By means of simulations, group work and case studies. Furthermore, the possibilities offered by modern technology should be utilised. Training programs presented via a mix of media and technology (printed study texts, CD-ROM, WWW, e-mail, discussion groups, computer-based training) should be considered. The unique features of the WWW and the large number of web sites with information sources are variables working together to provide a fascinating environment wherein diverse teaching and learning experiences in bibliographic control can be developed.

Conclusion

It is quite clear that bibliographic control and the training of students in bibliographic control will always be necessary. The suggested methods and techniques will force lecturers to become a lot more innovative. This in my opinion is vital for the effective training of students and to ensure that students will gain the required competencies in order to satisfy the needs of industry. We as teachers and trainers should accept the challenge.

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Организационно-методическое обеспечение процесса непрерывного образования в России

(Continuous Education Procedure and Its Organizational-Methodical Ensuring in Russia)

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Abstract:

Проблемы подготовки и переподготовки библиотечных кадров приобретают все большее значение в связи со стремительным внедрением новых технологий, изменений требований потребителей к библиотечно-информационным системам.

Понятно, что разрозненное действие вузов и библиотек по организации процесса обучения и повышения квалификации не могут привести к желаемому результату, каковыми, с нашей точки зрения, является достижение соответствия уровня подготовки библиотекарей состоянию технической базы начала третьего тысячелетия и требованию потребителей.

Поэтому в России большое внимание уделяется продуцированию структур, способных координировать и кооперировать работы в этом направлении.

Основной является Секция библиотечной профессии, кадров и непрерывного образования Российской библиотечной ассоциации (РБА), созданная в 1996 г. по инициативе видного библиотековеда Э.Р. Сукиасяна. Это общественная организация, работающая согласно Положению о деятельности, в котором предусматривается консолидация усилий специалистов по разработке теоретических и методических проблем подготовки кадров. Главные усилия Секция направляет на внедрение новых форм образования, создания информационной базы как основы для распространения прогрессивных идей.

В последние годы при активной поддержке Института "Открытое общество" (фонд Сороса) получили развитие центры непрерывного образования разного уровня.

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Так, в Азиатской части России создан и успешно функционирует Сибирский региональный библиотечный центр непрерывного образования (при ГПНТБ СО РАН), выполняющий следующие функции:

- *обеспечение непрерывности образования, повышение профессионального уровня библиотечных работников сибирско-дальневосточного региона;*
- *оказание помощи библиотекам, информационным учреждениям и организациям региона дополнительными образовательными услугами, учебно-методическими и научными разработками;*
- *содействие сокращению расходов библиотек на обучение персонала;*
- *удовлетворение потребностей специалистов библиотек и преподавателей библиотечных учебных заведений в новейшей информации о передовом отечественном и зарубежном опыте, разработка механизма вхождения в информационное пространство сибирско-дальневосточного региона, России и мира;*
- *проведение научных конференций, симпозиумов, семинаров по библиотековедению, библиографоведению, информатике и книговедению на территории сибирско-дальневосточного региона;*
- *участие в обучении слушателей различных курсов и подготовке аспирантов ГПНТБ СО РАН с привлечением ведущих ученых страны, организация стажировок специалистов в других библиотеках, приглашение специалистов по линии обмена.*

Консолидация действий библиотек региона под эгидой ГПНТБ СО РАН и усиление взаимодействия с учебными заведениями представляются перспективными в решении проблемы непрерывного образования библиотекарей. Приступая к созданию Центра, мы понимали, что отдельных мероприятий, даже проведенных на высочайшем уровне, для создания системы недостаточно. Поэтому первоочередной задачей стало создание информационно-методической базы в виде фактографической базы данных (БД) "Лектор" и полнотекстовой БД "Учебники".

БД "Лектор" содержит перечень тем, по которым могут быть проведены занятия со слушателями, сведения о преподавателях, осуществляющих подготовку. Это дает возможность библиотекам региона самим ориентироваться в предлагаемых услугах. В БД "Учебник" установлены тексты учебно-методических пособий по актуальным темам библиотековедения и библиографоведения. Предполагается, что в перспективе эта БД будет трансформирована в дистанционную обучающую систему. БД установлены на сайте ГПНТБ СО РАН и доступны через Интернет (http://info.spsl.nsc.ru), они могут быть использованы международными партнерами.

В Западной Сибири создан и успешно функционирует тренинг-центр (головная организация – Новосибирское библиотечное общество).

Созданная иерархическая система позволяет охватить разными формами обучения достаточно широкий круг специалистов библиотек разных ведомств. Проведенные семинары, программы которых формируются "под заказ" конкретных учреждений, получают высокую оценку участников.

Функционирующие организационные структуры могут и должны быть использованы для развития международного сотрудничества в области непрерывного образования. Формы достаточно разнообразны: участие иностранных специалистов в научных конференциях и семинарах, выступление в качестве тренеров на обучающих семинарах, др.

Открытость к сотрудничеству – главный принцип деятельности как Секции РБА, так и центров, о деятельности которых говорилось выше.

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Последние годы знаменуются повышенным вниманием к проблемам подготовки и переподготовки библиотечных кадров. Этому способствуют, как изменение экономических условий существования библиотек, так и революционная смена технологических основ их деятельности, связанная, прежде всего, с внедрением автоматизации. Стало ясно, что разрозненные усилия высших учебных заведений, осуществляющих подготовку библиотечных кадров, и библиотек в области повышения квалификации не приводят к желаемому результату, каковым, по нашему мнению, является достижение соответствия между уровнем подготовки библиотекарей, осуществляющих информационно-библиотечное обслуживание, и требованиями общества начала третьего тысячелетия. Осознание этой ситуации привело к продуцированию структур, способных координировать и кооперировать работы в этом направлении.

Одной из них является ***Секция библиотечной профессии, кадров и непрерывного образования Российской библиотечной ассоциации (РБА)***, созданная в 1996 г. Это общественная организация, работающая согласно Положению о деятельности, в котором предусматривается консолидация усилий специалистов по разработке теоретических и методических проблем подготовки кадров. Главные усилия Секция направляет на внедрение новых форм образования, создание информационной базы как основы для распространения прогрессивных идей.

В последние годы получили развитие ***центры непрерывного образования*** разного уровня, созданные, в том числе и при активной поддержке Института "Открытое общество" (фонд Сороса). В основном они функционируют в европейской части России. Например, это "Школа Рудомино" – учебный центр краткосрочного обучения, структурное подразделение Всероссийской государственной библиотеки иностранной литературы (Москва), ведущее большую работу с публичными и университетскими библиотеками, зарубежными партнерами, региональные тренинговые центры Российской Федерации, действующие в Нижнем Новгороде (Фундаментальная библиотека Нижегородского государственного университета), в Твери, в Брянске (Областная универсальная научная библиотека), в Екатеринбурге, работающие в основном со специалистами из библиотек Министерства культуры, Министерства образования. В Казани (Республика Татарстан) Татарский республиканский медицинский библиотечно-информационный центр обеспечивает непрерывное образование работников медицинских библиотек. В Азиатской части страны успешно функционирует тренинг-центр Новосибирского библиотечного общества, работающий с библиотеками Министерства культуры западно-сибирского региона, и **Сибирский региональный библиотечный центр непрерывного образования,** на характеристике деятельности которого мы остановимся подробнее. Центр создан по инициативе и на базе Государственной публичной научно-технической библиотеки Сибирского отделения Российской академии наук (Новосибирск) при поддержке крупнейших научных библиотек сибирского региона. Создан он также, благодаря поддержке института "Открытое общество". Работа центра ориентирована на библиотечно-информационные учреждения различных форм собственности сибирско-дальневосточного региона.

Сибирско-дальневосточный регион – это 2/3 территории России, на которой размещено 5 республик, 4 края, 12 областей, 8 национальных округов. Здесь проживает 32,8 млн человек – более 20 % населения страны. Этот регион занимает ведущее место в экономике стран Содружества Независимых Государств (СНГ) и России по производству многих важнейших продуктов. Развит здесь сырьевой сектор и оборонный, научно-образовательный и сельскохозяйственный. При этом наблюдается отставание сибирско-дальневосточного региона от районов европейской части в решении социальных задач. Ученые отмечают, что происходит потеря потребителей культуры и их расслоение. Нужен новый подход к созданию и функционированию учреждений сферы культуры. От организационно-функционального необходим переход к социальному подходу, к переориентации учреждений на реальную жизнь людей, их интересы и ценности. Тем более что уже выявились проблемы и противоречия во взаимоотношениях населения со сферой культуры, между уровнем их развития и современными требованиями. Успешная реализация социальных задач зависит от условий функционирования учреждений культуры, в том числе и библиотек.

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Здесь работают свыше 12 тыс. массовых (публичных) библиотек, около 2 тыс. научно-технических, свыше 80 академических (Сибирского отделения Российской академии наук и Дальневосточного научного центра Российской академии наук), более 140 медицинских, около 100 сельскохозяйственных, почти 1000 библиотек высших и средних специальных учебных заведений.

Побудительной причиной создания Центра явилось то обстоятельство, что в условиях экономической нестабильности библиотеки оказались в крайне сложной ситуации. Действующая система переподготовки кадров, основные звенья которой находились и находятся сейчас в городах Москве и Санкт-Петербурге, значительно удаленных от сибирско-дальневосточного региона, оказалась финансово недоступной. Местные курсы повышения квалификации либо перепрофилированы, либо не могут обеспечить обучение слушателей, например, современным информационно-библиотечным технологиям, организационно-правовым аспектам управления библиотеками и т.д., из-за отсутствия подготовленных преподавательских кадров.

Выбор ГПНТБ СО РАН в качестве базы для создания Центра был не случаен. Организационным базисом создания центра явился наработанный опыт координационной деятельности. С 1966 г. функционирует под эгидой ГПНТБ СО РАН Объединение научных и специальных библиотек Сибири и Дальнего Востока, в которое входят библиотеки различной ведомственной принадлежности – Сибирского отделения Российской академии наук, Министерства культуры (областные, краевые, республиканские), крупные специальные библиотеки, библиотеки–методические центры библиотек вузов Западной, Восточной Сибири и Дальнего Востока (научные библиотеки трех старейших и ведущих университетов – Томского, Иркутского и Дальневосточного). Именно библиотечное взаимодействие во многом обусловило процессы, происходившие в научных библиотеках региона, и основные направления их деятельности. Координируется работа в области формирования фондов и депозитарного хранения, межбиблиотечного абонемента, информационно-библиографического обслуживания, проведения научно-исследовательской работы, повышения квалификации библиотечных работников. Необходимо признать, что в последние годы, под воздействием изменений, происходящих в обществе, в связи с переходом на рыночную экономику, взаимодействие библиотек по ряду направлений ослабло, но **повышение квалификации и переподготовка кадров является на настоящем этапе стержнем регионального взаимодействия.** Сформированная за многие годы действующая система подготовки и переподготовки кадров (см. рис. 1) всегда была ориентирована не только на сотрудников ГПНТБ СО РАН, но и на специалистов из научных библиотек и вузов культуры сибирско-дальневосточного региона.

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Система подготовки и переподготовки кадров
в ГПНТБ СО РАН

Подготовка специалистов с высшим образованием	Кафедра профилирующих дисциплин Кемеровской государственной академии культуры и искусств (с 1989 г.) Гуманитарная кафедра НГУ
Подготовка специалистов высшей квалификации	Аспирантура (с 1967 г.) (очная, заочная) Диссертационный Совет К 200.51.01. Специальности: 05.25.03 "библиотековедение и библиографоведение и книговедение" (педагогические и исторические науки); 05.25.05 "информационные системы и процессы; правовые аспекты информатики" (технические науки) (с 1996 г.)
Переподготовка специалистов с высшим образованием	Секция библиотечной профессии и непрерывного образования объединения научных и специальных библиотек Сибири и Дальнего Востока (с 1966 г.) Сибирский региональный библиотечный центр непрерывного образования (с 1998 г.)

Рис. 1

Кадровый состав, сформированный в ГПНТБ СО РАН, способен проводить обучение работников библиотек по многим направлениям. При штате 500 человек здесь работают 3 доктора и 23 кандидата наук, имеющих опыт научной работы и преподавательской деятельности.

Более того, являясь крупнейшей библиотекой Азиатской территории России (фонд 14 млн экз.), ГПНТБ СО РАН обладает всеми необходимыми ресурсными возможностями для осуществления подготовки и переподготовки кадров.

Здесь освоены и находятся в промышленной эксплуатации технологии подготовки электронного каталога (ведётся с 1992 г.; насчитывает свыше 300 тыс. записей), документальных баз данных региональной тематики, обзорно-аналитической информации и т.п. Автоматизированы процессы межбиблиотечного абонемента, международного книгообмена. Внедрена электронная доставка документов. Библиотека не только использует ресурсы Интернет, но и является полноправным членом сети, выставляя на сервере собственные базы данных (БД), в т.ч. и с использованием протокола Z 39-50. На этой основе развиваются практически все известные формы информирования потребителей.

Обязательным для базового центра компонентом, является развитая материально-техническая и учебно-методическая база. В нашем случае, не говоря уже о здании и оборудовании, – это класс Интернет, открытый в 1997 г. при содействии фонда Сороса, редакционно-издательский центр, учебно-методический кабинет библиотековедения со специализированным фондом отечественной и зарубежной литературы по библиотековедению, библиографоведению,

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книговедению и информатике (фонд 16 тыс. ед. хр.). В фонде представлены отечественные и иностранные книги, периодические и продолжающиеся издания, авторефераты диссертаций, кандидатские диссертации сотрудников, защитивших их в диссертационном совете ГПНТБ СО РАН, материалы конференций и совещаний, ГОСТЫ системы "СИБИД", неопубликованные материалы ГПНТБ СО РАН и НИО Информкультуры. Относительно богат фонд иностранных журналов по книжному делу. Среди них известные всем "British Library News", "College and Research Libraries ", "College and Research Libraries News", "Information World", "IFLA Journal ", "Internet", "Journal Education for Library and Information Science", "The Library Quarterly", "Library trends", "Research Bulletin", "Managing Information Newsletter", "Journal of Library Administration", др. Развита система каталогов и картотек и соответствующие БД (это БД трудов сотрудников ГПНТБ СО РАН, БД публикаций (аналитической росписи изданий) по библиотековедению, библиографоведению, книговедению и информатике).

Мы отдаём себе отчёт в том, что усилиями одной, пусть и мощной библиотеки, потребности в образовательных услугах не могут быть удовлетворены. Необходима консолидация сил всех учреждений, заинтересованных в развитии научного и кадрового потенциала, координация их действий. Задачи, стоящие перед Центром – это:

- обеспечение непрерывности образования, повышение профессионального уровня библиотечных работников сибирско-дальневосточного региона;
- оказание помощи библиотекам, информационным учреждениям и организациям региона дополнительными образовательными услугами, учебно-методическими и научными разработками;
- содействие сокращению расходов библиотек на обучение персонала;
- удовлетворение потребностей специалистов библиотек и преподавателей библиотечных учебных заведений в новейшей информации о передовом отечественном и зарубежном опыте, разработка механизма вхождения в информационное пространство сибирско-дальневосточного региона, России и мира;
- проведение научных конференций, симпозиумов, семинаров по библиотековедению, библиографоведению, информатике и книговедению на территории сибирско-дальневосточного региона;
- участие в обучении слушателей различных курсов и подготовке аспирантов ГПНТБ СО РАН с привлечением ведущих ученых страны, организация стажировок специалистов в других библиотеках, приглашение специалистов по линии обмена.

Согласно Положению о деятельности Центра, он является структурным подразделением ГПНТБ СО РАН, непосредственное руководство которым осуществляет руководитель Центра и его заместители по основным направлениям работы.

Для определения основных направлений региональной политики в области непрерывного образования и координации учебной, научно-методической, информационной и издательской деятельности при центре создан Консультационный Совет, членами которого являются представители научных библиотек сибирского региона (Кемеровская областная универсальная научная библиотека, Алтайская краевая научная библиотека, Национальная библиотека Республики Саха, Центральная научная сельскохозяйственная библиотека Сибирского отделения Россельхозакадемии, Кемеровская государственная академия культуры и искусства). Взаимодействие с библиотеками региона по организации обучения регламентируются договорами о сотрудничестве, которых в настоящее время заключено 11. Это Иркутская, Кемеровская областные, Красноярская, Алтайская краевые, Национальные библиотеки Республики Саха (Якутия) и Республики Хакасия, Агинская окружная библиотека, Дальневосточная государственная научная библиотека, Научная библиотека Иркутского госуниверситета, Кемеровская государственная академия и Алтайский государственный институт искусств и культуры.

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Центром разработан пакет планово-организационной документации. На сайте ГПНТБ СО РАН размещена и постоянно пополняется информация о его работе (http://www.spsl.nsc.ru).

Учитывая то обстоятельство, что деятельность центра ориентирована на территориально-удалённые учреждения, в первую очередь были созданы и установлены в сети Интернет базы данных, являющиеся информационно-методической основой его деятельности. Прежде всего, это фактографическая *БД "Лектор"* – открытая БД, в которой помещаются сведения о тематике лекций, данные о лекторах, что дает возможность библиотекам территорий формировать тематику обучения в зависимости от своих потребностей и возможностей. Сейчас в ней зафиксированы темы лекторов ГПНТБ СО РАН, ГПНТБ России, Библиотеки по естественным наукам Российской академии наук, Кемеровского и Алтайского, Восточно-Сибирского и Хабаровского государственных вузов искусств и культуры, осуществляющих подготовку библиотечных специалистов. В полнотекстовой *БД "Учебник"* установлены тексты учебно-методических пособий по актуальным темам библиотековедения и библиографоведения. Сейчас учебно-методических пособий 5, в 2000 г. планируется подготовка еще 3. В перспективе эта БД будет трансформирована в *дистанционную обучающую систему*. Это потребует разработки программного обеспечения гипертекстовой системы дистанционного обучения с проверкой и оценкой усвоения материала; создания пользовательского интерфейса доступа к учебным пособиям через Интернет; установки системы на Web-сервере ГПНТБ СО РАН и ввод ее в работу сначала в экспериментальном режиме, а потом – в промышленном. Внедрение системы дистанционного обучения позволит: библиотечным сотрудникам повышать свою квалификацию без отрыва от работы; обучаться в индивидуальном темпе под наблюдением опытного консультанта; получать доступ к новым разработкам; самостоятельно проводить контроль качества своего обучения. Дистанционное обучение библиотечных работников страны с использованием разработанной системы будет производиться по каналам связи с Web-сервера ГПНТБ СО РАН бесплатно.

Информация, размещенная в БД сейчас, активно изучается пользователями. Об этом позволяет судить число обращений к БД. За 7 месяцев работы 1999 г. число посещений БД из библиотек региона составило 885, число пользователей – 140 ("Учебники" – 406/94, "Лектор" – 479/46) (из библиотек Москвы, Томска, Новосибирска, Красноярска, др.). За январь, февраль **2000 г.** число посещений БД "Учебники" - 179, БД "Лектор" – 143. Мы надеемся, что эти БД станут общероссийским достоянием, и в их наполнении примут участие, прежде всего, члены секции библиотечной профессии, кадров и непрерывного образования Российской библиотечной ассоциации, библиотеки, вузы и все специалисты, в том числе зарубежные партнеры, заинтересованные в проведении мероприятий в библиотечно-информационных учреждениях сибирско-дальневосточного региона. Мы с благодарностью рассмотрим их предложения.

Но главное для библиотек региона, сотрудничающих с Центром, – это, конечно, проведение *выездных семинаров*, возможность возобновить которые, дал грант ИОО. Уже отчитаны лекции на курсах повышения квалификации по приглашению Кемеровской областной научной библиотеки (один раз в 1999 и трижды в 2000 гг.). Проведен семинар для специалистов библиотек Иркутска (дважды – также в 1999 и 2000 гг.), на каждом из которых присутствовало около 60 человек – из Иркутской областной научной библиотеки, Научной библиотеки Иркутского государственного университета, библиотек академической сети. Помимо лекций по проблемам формирования фондов отечественной и иностранной литературы, внедрения автоматизированных технологий, в частности, особенностей современных программных средств, возможностей электронной доставки документов, использования сети Интернет, были проведены практические консультации. Программа семинара в Якутске для сотрудников библиотек Республики Саха (1999 г.) формировалась также с учетом пожеланий принимающей стороны. Поэтому в нее помимо проблематики, связанной с использованием современных технологий, вошли вопросы по организации научно-исследовательской работы, экономико-правовой деятельности библиотеки, социально-психологическим основам руководства кадрами. Практические занятия по работе в сети Интернет были проведены на базе Института космофизических исследований и аэрономии СО РАН. Число участников семинара превысило

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100 человек – представителей библиотек Министерства культуры Республики Саха, вузовской и академической сети. Проведены подобные семинары в Красноярске, Томске (1999 г.). Здесь же обсуждались проблемы формирования библиотечных фондов. Заинтересовали слушателей из библиотек и вузов культуры курсы по истории книжного и библиотечного дела в России (Барнаул, Кемерово, 2000 г.), экономике библиотечного дела (Барнаул, 2000 г.), грантоведению (Барнаул, Кемерово, 2000 г.) и др. За год с небольшим проведено более 10 выездных семинаров. Принципиальным, с нашей точки зрения, является то, что темы семинаров определяются самими библиотеками, обучение сотрудников которых мы осуществляем. Более того, выехав бригадой лекторов в 3– 4человека, мы имеем возможность обучить большую аудиторию слушателей (от 50 до 100 человек). Причем каждый тренер обучает по 15–20 человек, занятия всех групп проводятся в одно и то же время в разных классах.

С помощью Института "Открытое общество", совместно с Западно-Сибирским тренинг-центром, функционирующем при Новосибирском библиотечном обществе, в ноябре 1999 г. проведен семинар-тренинг "Интернет в библиотеке", позволивший подготовить 18 треперов (обучающих в своих регионах) из библиотечно-информационных учреждений различной ведомственной принадлежности. Проведен научно-практический семинар организаторов непрерывного образования. Тема семинара: "Руководитель библиотеки: непрерывное образование в условиях перемен" (октябрь 1999 г.), который, как мы надеемся, помог найти новые повороты в развитии этого направления.

В работе приняли участие почти 100 специалистов из Казани, Челябинска, Новосибирска, Иркутска, Якутска, Томска, Красноярска, Абакана, Кемерова, Барнаула, Хабаровска, других городов Сибири и Дальнего Востока, а также директор "Школы Рудомино" (ВГБИЛ) (Москва), представители Российской государственной библиотеки (Москва), Российской национальной библиотеки (Санкт-Петербург), Академии переподготовки работников искусства, культуры и туризма (Москва) и др. Необходимо отметить высокий профессиональный уровень собравшихся – из 98 участников семинара 2 доктора и 25 кандидатов наук.

Семинар проводился в виде тематических заседаний. Рассматривались факторы формирования экономико-правовой, информационной культуры руководителя библиотеки; опыт управления персоналом в конкретных библиотечно-информационных учреждениях различных систем и ведомств. Во многих докладах была дана характеристика состояния кадровых ресурсов и системы непрерывного образования в национальных и областных библиотечных центрах, освещался опыт работы вузовских библиотек, а также опыт взаимодействия библиотек и учебных заведений. С большим интересом участниками обсуждалась роль фондов и общественных организаций в поддержке библиотек и непрерывного библиотечного образования, в т.ч. на международном уровне. На семинаре были подведены первые итоги деятельности Сибирского регионального библиотечного центра непрерывного образования. По результатам работы были приняты рекомендации, предусматривающие, в том числе, активизацию участия библиотек в работе Центра.

Кроме семинаров разных форм Центром практикуется также проведение стажировок (В 1999 г. на базе ГПНТБ СО РАН их проведено восемь).

Говоря о перспективах деятельности Центра, нельзя обойти проблему его финансирования. Грант, выделенный фондом Сороса, помог на стадии организации, благодаря ему проведён ряд семинаров, о которых рассказывалось выше, продемонстрированы библиотечному сообществу возможности по обучению, которыми располагает регион. На настоящем этапе библиотеки, формируя заявки на проведение семинаров, берут на себя оплату приезда преподавателей, организацию аудитории, техническое обеспечение процесса. Возникшее осознание новых возможностей позволяет говорить о том, что деятельность Центра будет развиваться, и уже сейчас можно констатировать, что созданная иерархическая система обучения позволяет охватить достаточно широкий круг специалистов библиотек разных ведомств. Проведенные

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семинары, программы которых формируются "под заказ" конкретных учреждений, получают высокую оценку участников.

Напомним, что Сибирский региональный библиотечный центр непрерывного образования работает в структуре академической библиотеки – ГПНТБ СО РАН, но осуществляет повышение квалификации специалистов библиотек различной ведомственной принадлежности. Это и публичные библиотеки Министерства культуры, и библиотеки вузов, и научные специальные библиотеки, расположенные на территории значительно удаленного от центра сибирско-дальневосточного региона. С нашей точки зрения, организация системы непрерывного образования, в рамках деятельности которой осуществляется переподготовка библиотекарей из библиотек не одного, а сразу нескольких ведомств, эффективна. Это позволяет обмениваться мнениями и решениями в подходах по формированию и предоставлению пользователям библиотечно-информационных ресурсов региона. При сотрудничестве с крупнейшими библиотеками страны, являющимися методическими центрами указанных библиотек, расположенными в Москве и Санкт-Петербурге, деятельность центра может стать более плодотворной. Точек соприкосновения здесь несколько: это и проведение совместных выездных обучающих семинаров, и издание учебно-методических пособий, пополнение соответствующих БД, др. В дальнейшем, с нашей точки зрения, функционирующий Сибирский региональный библиотечный центр непрерывного образования должен получить статус самостоятельной межведомственной организации, осуществляющей переподготовку специалистов библиотек различных форм собственности региона. Консолидация его действий с подобными центрами других регионов России представляются перспективными в решении проблемы непрерывного образования библиотекарей.

Функционирующие организационные структуры могут и должны быть использованы для развития международного сотрудничества в области непрерывного образования. Формы достаточно разнообразны: участие иностранных специалистов в научных конференциях и семинарах, выступление их в качестве треперов на обучающих семинарах, др.

Открытость к сотрудничеству – главный принцип деятельности как Секции РБА, так и центров, о деятельности которых говорилось выше.

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Toward Worldwide Resource Sharing -- Collection Development in China Higher Educational Institutions

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Abstract

Being one of the six major document resource systems in China, networks for resources sharing in China higher educational institutions have been growing rapidly in recent years, in which areas collection development plays an important role. The development of libraries, based on rich collections both in printed and electronic media will supply more information to the network infrastructure and so promote the nation's economic construction, education, science and culture, and make great contribution to the worldwide resources sharing. In this paper, the new environment, the new concept and principle of library collection, as well as some proposals based on research work, are given on the development of library collection in China higher educational institutions, which will help readers both home and abroad to deeply understand what happened and is happening in networking in China.

Paper

1. Introduction

1.1 Reformulating the principles of library collection

Traditionally, according to the principle of library collection, printed publications such as books, periodicals, newspapers were the main parts in library collection, while publications in other media, such as audio-visual materials, tapes, disc, were fewer to be considered in acquisition. Now, things have changed, although printed publications remain to be existence, the electronic publications are sure to become the main collections instead of printed ones in the future. So, in networking environment, the main part of collections in university libraries will certainly be changed from printed to electronic materials as the core, while the printed materials will be taken as complementary ones. Thus, the original principles for collection development of libraries, which are incompatible with the growth of information in new media, should be reformulated now.

1.2 Readjusting the structure of library collection

Not only principles, but the structure of library collections also need readjusting. Since the way the users utilizing the library, demands on information, as well as information resources and its acquiring sources are not the same as before, libraries are being challenged. Their worth is measured in quality of service. They must try to find new ways to provide better and increased services. Besides continuing development of their collections both in printed or electronic media, they should be linked with various commercial electronic document transfer centers, on-line searching systems as well as networks at all levels such as Internet to supply those information to the users through networks. In this way, to expand the library collection scope and improve its capacity of information service. Firstly, proportion in collection expenditure should be adjusted as soon as possible, which means the operating structure of university libraries should be reconsidered, the expenditure on CD-ROM disc and machine-readable materials as well as networking resources should be increased. We should realize that library collections are not only the static depository for collecting or keeping printed materials, but also mainly the dynamic information depository for bibliographic databases and full-text databases established systematically step by step to supply needed information products to the users.

2.Current status and advantages

2.1 Status

2.1.1 Collection development

Information and document resources are the most essential condition for higher personnel training and scientific research in higher educational institutions in China. At present, China has 1080 university libraries, the number of reference rooms in departments and institutes has already come to 5759, which, with rich documents and information in all kinds of media, form the basic sources of documents and information supplied for both of their faculties and students. As one of the six national major systems of documents and information resources, great efforts have been made in recent years in the building of book collection in China's university libraries, the total volumes of which are more than 500 million in the mid of 1990s, an increase of 20% over the same period of 1980s. Meanwhile, the documentary medium is tending toward multi-dimension. Besides printed documents like traditional books, magazines, periodicals, such media as microform, videocassette, tape, disk, optical disk all grow a great deal. For supplying better service, most of the libraries formed their own collection systems with characteristics adaptable to their school's disciplines, such as *"Peking University Academic Degree Papers". "Chinese Renmin University*

Book Series" (a special collection of the university's own documents and publications). Many university libraries also have their own collections of rare books and good editions in each of the ancient times.

2.1.2 Joint operation in resources sharing
Now, with the rapid growth of publications and limited budget, librarians are more and more aware of the importance of the integrating principle in collection development. Some university libraries have set up a coordination network for book acquisition. The earliest examples are, The National Medical University Library Association, Consortium of University Library from Five Northwest Provinces, in which decisions were made that their acquisition of publications abroad should be one of their cooperative activities and the result of which are successful. In order to enhance the integrated development of university, 15 liberal arts document and information centers be set up among some key higher educational institutions, each center partaking the responsibility of the collection of literature in a certain field with document retrieval and information services by means of advanced facilities and striving for the realization of on-line search. Furthermore, a new project of nationwide document and information system is well under way, which aims at realizing the sharing of resources and meeting the increasing demand of documents and information.

2.2 Advantages
In the world today, information resources are accepted as strategic resources that are considered more important than materials and energy. At present time, the level on development and utilization of information resources has become one of the basic marks in measuring or judging a country's economic advances and comprehensive strength of the nation. Now, more and more librarian view their work from the point of establishing national strategic resources and get well understanding of the necessity of building document and information resources, and they come to know the key point of information construction has been turned from infrastructure into establishment of document and information resources as well as information service. Digitalized library with reasonable disposition of document resources and higher social and economic benefit is the goal for striving through realizing integration and network in the course of library automation.

2.2.1 Plan and regulations concerned
As mentioned above, the rapid growth of worldwide information development will certainly promote China's information cause toward a new stage. We are happy to see that in recent years, the Information Working Office of the State Council has worked out and made further revision to the draft on *"National Information Program"*, which will guide the information work on the principle of *" Overall planning with state regulating; Cooperative building in unified standard; Sharing resources through networks"*. In addition, a series of sub-programs are under drafting, including *"National Information Network Sub-program"*, *"Sub-plan for Developing and Utilizing Information Resources"* as well as *"Sub-plan of Policies and Concerned Legislations"*. China National Network Information Center (CNNIC) was also set up and issued *"the Provisional Administration for Name Registration of Networks in China"*. At the same time, China Academic Library and Information System (CALIS), which is one of the three public service systems led by State Education Commission, is well under way and aims at realizing document and information system for teaching and scientific research in China's universities and colleges.

2.2.2 Condition of infrastructure
For communication infrastructure, a nationwide digital trunk line network, with

optical cable as its main part, digital microwave and satellite as assist, is under construction now. Networks open to public are: CHINANET, CERNET, CSTNET, CHINAGBN, etc. By the end of October, 1997, there were more than 1,000 interconnection networks in China's computer network, with 50,000 sets of computers linking directly and 250,000 through telephone line with network, the users are over 600,000, which makes China's communication network occupy second place in the world today.

2.2.3 Professionals
Besides the above, there is a more important thing need to be mentioned here. There is a rapid growth in personnel specializing in document and information at university libraries in China in recent years. The number of staff being on the rise - from 32,779 in 1985 to 38,000 in 1994, and the quality of the staff has been improved, too. Among them over 60% have university degrees or diplomas, and the average age tends to be younger.

All above are considered as an important guarantee for better service and an essential basic condition that can be well utilized for further development in construction of document and information resources in China's university libraries.

3. Proposed suggestions and measures

Facing the new situation, the best way for China's university libraries is to take the advantages to speed up the step in collection development so as to change the current status and to catch up with the world development. To realize this objective, the fundamental strategies and approaches for promoting the development of document and information resources, in our view of point, should include the following:

3.1 To further define the principle and content of collection development To improve the efficiency of the development of documents and information resources, those principles or key points should be followed:

3.1.1 Principles for development

- Having definite aim
  The development of documents and information resources should be predicted on understanding the users and their needs. University libraries have clear aim in information service, that is to say, they should serve the teaching and scientific research work of their schools. So, they should put what closely relates to the teaching and research work and those mostly needed by their teachers and students in the first place in their work.
- In good time
  The value of information products depends on the effectiveness for a given period of time. Only those documents and information that can be accessed timely are valuable in decision-making. To ensure this, librarians in university libraries should make the collection arrangement of information at the right time, and try their best to speed up the transmission of them by using computer and networking equipments.
- Arranging at different levels
  This means the documents and information resources development should be carried out at different levels on the basis of the reader's groups accordingly. .

3.1.2 Content for development
The development of documents and information resources should includes two

aspects, basic and deep exploitation on both of the printed and electronic materials.

- The basic exploitation means the basic work on development and utilization of document resources of the library in universities, which covers the traditional operations in libraries, such as description and usage on the outer features of the documents, scientific classification and cataloging on document resources, as well as arrangement and creation of secondary documents such as collection catalogues, index, etc. to meet the user's requirements on ordinary reading.
- The deep exploitation means the deep research work on the first and secondary documents based on the key points of teaching and scientific research work of the university. The results of which are mainly reference materials on specific subjects to meet the need s of specific readers such as professionals, research workers and professors.

3.2 To strengthen library collection development

3.2.1 Building library collections through division of labor and close cooperation
Building library collections should not go along with the old way. Establishing regional document and information service center should be considered as its total object for each individual library and the collection of document should be in accordance with its specialized subjects, key disciplines as well as its original advantage in collection. The volume of duplicate can be fixed according to unified acquisition program. Unnecessary repetition should be avoided for those on specialized subjects or in large volumes so as to ensure both the coverage and the guarantee for documents. The better way for this is to cooperatively establish networking systems for resource sharing among university libraries through joint acquisition and cataloging, as well as interlibrary loan. .

3.2.2 Speeding up the development of electronic library collections
The rapid enrichment of resources available in electronic form, combined with immediacy of access will make the electronic medium an essential component in the work environment of students and scholars in all disciplines, at all levels. The electronic medium will become the predominant component in a growing number of cases. The transition will extend to the classrooms as well as the library, and a growing role for both distance learning and computer-assisted instruction will further enhance the importance of the electronic medium. Print will not be replaced. Instead there will be a long transition period, characterized by co-existence of traditional print, electronic versions of traditional print, and new forms of publication and communication, which take advantage of electronic medium. University libraries should plan to work cooperatively on the key task for meeting this expanded requirements and give enough efforts to the following:

- Arrange patron access to remote collections, which will not be free and will require sophisticated access control, customized to user groups, under a variety of economic models.
- Create and manage internal electronic collections, which will grow in importance, as the electronic form gradually becomes the medium of choice for library materials and documents of all types.
- Provide users with integrated access to information in all forms, local or remote, electronic or print, by the most cost-effective means.

3.3 To restructure and reengineer library automation systems

The growth of Internet has been phenomenal, the number of users of World Wide Web has been increased unpredictably and the figure is growing daily, which has become a part of everyday life in offices and homes, universities, schools and research institutions around the world and is now accepted as an effective means of doing business by providers of information resources. So, university libraries need restructuring and reengineering not only to achieve greater efficiencies, but also to take advantage of new technology, new publication formats, and to reposition themselves in an increasingly electronic environment.

3.3.1 Opening up integrated library automation systems in high quality A good integrated library automation system is essential in effectively managing a library's collection, especially the electronic materials, which should have the following functions:

- Cataloging module, single integrated MARC database shared by all other modules
- Acquisitions module for placing and tracking orders, and for budgets reports
- Serials module for managing subscriptions, generating claims for missing issues, and accepting annual invoices electronically
- Circulation control
- MARC record loader

An increasing number of integrated library systems are now z 39.50 compliant and have Web interfaces, so that library users can access the library catalogue from their desktops either in their offices or at homes using a familiar Web browser such as Internet Explorer. In China, this should become a common scenario in university libraries that for each of a library's workstations, using the z 39.50 protocol, to be able to access the library's own catalogue, other libraries' catalogues, MARC agencies' databases, other electronic resources hosted by the library (such as CD ROM networks, electronic journals, etc.), suppliers' databases and of course, a whole range of resources on the World Wide Web.

Software for managing traditional and electronic resources will be of growing importance to individual libraries and consortia. Software researchers or providers in China should work hard to supply information integration tools for libraries to build electronic library collections access resources and make local resources available globally.

3.3.2 Training and bringing up a team of highly qualified professionals
In accordance with the requirement on the development of library collection, professionals in building up such projects should be of many fine qualities.

- Those who work in the field of collection development should have relatively high level professional knowledge on library and information, wide-ranging knowledge on the key disciplines and subjects of their universities and colleges, capacity of skillfully operating computers and other automation equipments.
- For those who engage in developing automation systems, they should have a good grasp of basic knowledge on computer network and communication technology, capacity for better understanding and absorbing world advanced technology in this field, qualified skills in exploiting and designing networks for resources sharing, as well as ability on opening up or researching key technology.

To sum up, the driving force in advancing the creation and use of information at the beginning of the 21st Century will be the integration of Internet/World Wide Web paradigms and standards into all *"docu-centric"* computer applications. The implementation of Web and follow-on networking technology will extend across all types of libraries and will include all types of media. To what extent and how soon voice and video will converge on the Web is speculative, but the movement toward a common infrastructure based on open standards is unlikely to be diverted. For docu-centric applications, those for which print has been the primary medium in the past, the Web, and successors that retain and enhance its powerful openness features, will quickly become pervasive. Direct end-user access to distributed information resources on the Web will supplement, and, to some degree, compete with the library role. This phenomenon will not replace libraries, but will actually increase their importance if they are able to respond to new responsibilities and opportunities. I'm sure if we have better understanding of the new situation, have a good knowledge of modern technology, and we will certainly have a bright future and prospect. .

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Freeing access to women's information: an overview

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Abstract

As major gatekeepers of knowledge and culture, libraries and their decisions regarding which materials to acquire, which to ignore, and on how to make their contents accessible through cataloging and classification, codify knowledge. By virtue of such decisions, libraries have essentially controlled access to, and imposed a structure and relational value system on, all forms of information.

A wide range of difficulties has hampered access to information about, by and of particular concern to females of all ages. In recent years, librarians all across the globe have ororganized to modify existing practices in libraries and documentation centers. They are working with national and international government and grassroots agencies to make information about women and girls more easily available so that public policies can be better informed on issues that disproportionately affect females.
Previously, many countries did not even compile statistics on social, political, and economic indicators on females. Any national statistics kept were not disaggregated by sex. As a result, public policy was crafted to coincide with beliefs rather than facts.

This paper gives an overview of activities undertaken by librarians and other information professionals worldwide over the past decade or so and currently. An impressive variety of agencies either specialize in women's information entirely or have specialized units within larger institutions that make information about women's and gender issues accessible, in paper and all

electronic formats from the Internet to video and sound recordings to specialized discrete databases.

Paper

The "Second Wave" women's movement that began in Western countries in the late 1960s spawned a generation of feminist scholars in institutions of higher education who challenged long-held assumptions about content and methods in traditional disciplines. These challenges continue in all parts of the world. Until the late 1960s most of the knowledge in contemporary civilizations had been produced by men, from a perspective that either excluded females or classified females as deviant. Called Women's Studies, the new field these scholars founded took as its purposes to enable women to become authorities on their own lives; to construct their own knowledge about women according to their criteria as women; and to empower themselves through knowledge making (Kramarae and Spender, 1992).

During the same time the new field was taking root, the United Nations declared 1975 to be The International Year of the Woman, with a convening conference in Mexico City. One of the major lessons women scholars and activists (frequently the same individuals) learned through the Mexico City experience and subsequent meetings was that the amount of government information on women was appallingly paltry. Some countries did not then keep many statistics on life indicators. Among those that did, very few statistics were disaggregated by sex. This meant that, for instance, examining crime statistics, it was not possible to distinguish between sex of perpetrators and the sex of victims.

While I realize that not all information about women is necessarily considered by some to be women's studies, for this paper I will use the terms "women's information" and "women's studies information" interchangeably.

Because, historically speaking, Women's Studies (WS) as a field is such a recent phenomenon that crosses nearly all disciplinary lines and refuses to separate the scholarly from personal experience, traditional libraries are still responding to the field in a variety of ways. Concomitant with the growth of WS is the increased general concern for gender issues due to the women's movement internationally. Libraries and women's groups the world over are attempting to provide both scholarly and "survival" information on women's and gender issues.

Access issues

Although many materials that preserve women's history and accomplishments have been held in libraries and archives for many years, they have not necessarily been organized in ways that provide good access to them.

Libraries serve as major gatekeepers of knowledge and culture. As Sarah Pritchard observes, in effect, library decisions on which materials to acquire, which to ignore, and on how to make their contents accessible through cataloging and classification, codify knowledge. By virtue of such decisions, libraries essentially control access to, and impose a structure and relational value system on, all forms of information (Moseley, 1995).

Traditional cataloging and classification practices have been biased and judgmental. A majority of libraries organize their collections according to various classification schemes that assume a universality of experience that is male-centered. Terminology used in most library systems for finding information is usually also based on male-centred language as well. That is, too frequently sexist terms are still employed to express specific concepts.

Pioneering work by Joan Marshall and a group of feminist librarians in the United States in the 1970s led to many improvements in Library of Congress terminology, such as changing the heading from the generic "Woman" to "Women". In spite of these improvements and the continuing work of reformers such as Sanford Berman, the scheme continues to perpetuate the use of numerous indefensible headings concerning women, people of color, older persons, sexual minorities, poor people, and disabled people (Berman, 1993).

Many libraries use improved terminology for recent publications. However, the high cost of reassigning subject headings to older works cataloged before improvements were made still keeps a substantial portion of library materials by, about and of concern to women inaccessible.

In addition to these difficulties, traditional libraries too frequently do not make full use of improved terminology that is available and do not assign enough subject headings to books being cataloged. This practice renders important aspects of many books and other materials invisible.

In most traditional library collections, the use of approved controlled vocabularies in providing access to information about, by and of concern to women too frequently presents difficulties of primarily four types. One difficulty is subsuming terminology (i.e., using the heading "Man" to mean all human beings). A second problem is the modifier tactic (e.g, "Women as artists") as if women were not ordinarily capable or otherwise qualified to be artists. (This also strongly implies the stereotype that women's rightful place is in the home as nurturer.) (Berman, 1993).

Separate and unequal treatment of specific groups of people is a third problem that occurs through the use of words or constructions connoting inferiority or peculiarity. An example was the now defunct heading "Woman-Social and moral questions" while there was no parallel heading "Man-Social and moral questions". (Marshall, 1977)

The fourth and last major problem is complete omission of terminology particularly of interest or concern to those researching women and gender issues, such as "Gynocide", "Sex tourism", or "Feminist humor".

Clearly the problems of sexism in language and in subject terminology schemes are not limited to the English language, as demonstrated by the fact that feminist librarians and archivists in several countries have produced a number of thesauri to reflect the central concerns of those seeking information relevant to women and women's studies. The Women's Thesaurus was published in the United States in 1987. At approximately the same time the National Women's Education Centre in Japan published Thesaurus on Women and the Family. Women in Development Thesaurus, a joint project of the Indonesian Institute of Science and UNICEF, was published in 1991. The International Archives of the Women's Movement (IIAV) in Amsterdam published a thesaurus, Vrouwenthesaurus, in 1993. In Germany, FrauenMediaTurm published Feministischer Thesaurus in 1994. More recently, in 1998 a joint project between IIAV RoSa Documentioncentre in Brussels, the Nordic Institute for

Women's Studies and Gender Research in Oslo, KVINFO (the National Danish Women's Library) in Copenhagen, and the National Italian Women's Library in Bologna culminated in publication of the European Women's Thesaurus, an English-language translation and adaptation of the earlier IIAV work. In addition, currently there are thesaurus projects in progress in at least Austria, Spain, Italy, and South Africa.

Some grass roots groups have not only compiled their own thesauri of terms but have also established their own classification schemes of call numbers for organizing their collections.

In addition to terminology and classification schemes that do not meet needs for information on women and gender issues effectively, library researchers are faced with the fact that very few reference works such as bibliographies, biographical directories or guides existed until approximately twenty-five years ago.

This means that, for the most part, until that time there was little guidance on which researchers or librarians could depend. What information there was on, for, or by women was scattered piecemeal throughout many individual resources generally based on the traditional disciplines.

Countries where libraries have existed the longest, such as India, Egypt, and China, began adopting Western models of organization and concepts of librarianship in the 19th and 20th centuries.

Libraries in some countries use adaptations of the Library of Congress Subject Headings scheme to provide subject access to their collections. Other countries, such as India and China, have their own national schemes of subject headings. In many countries, such as Japan, the use of subject headings is not a common practice at all.

Women's Information in libraries

Currently, the best resources for women's information are found in a variety of libraries, documentation centres, and archives in different countries. In some countries, such as Japan, the strongest resources for women's information are not in university libraries but in special libraries in many women's centres funded by city governments. In other countries the national government or a supra-national organization affiliated with the United Nations (e.g., UNESCO) funds the best resources for women's information, again as special libraries or documentation centres, either in women's centres or as independent entities.

According to a survey by Marieke Kramer and Jytte Larsen (Kramer, 1995), in Europe, for the most part, three types of centres of information for the study of women and gender issues exist. The first group developed as a result of the first wave of twentieth-century feminism in the 1930s. They are professional, publicly funded, large general collections. These include the International Archives for the Women's Movement (IIAV in Amsterdam), Fawcett Library (London), and Bibliothèque Marguerite Durand (Paris).

Second is the group of centres that were established as a consequence of the "second wave" of feminism in the 1970s. These collections tend to specialize by subject and are well-suited for networking but usually depend on volunteers to maintain them because of funding scarcities.

Thirdly, there are those set up within public bodies and organizations (such as national organizations for equality policy) in the 1980s. These were planned from the start to have professional paid staff, are computerized, and function as national information centres.

Some centres, such as KVINFO (Copenhagen) and ARIADNE (Vienna), originated in their countries' national libraries. Others began by being affiliated with WS units of universities. The degree of professionalism in these centres is high, as is the degree of coverage of national publications.

Librarians in European Union countries and in non-member states such as Czechoslovakia are working hard to organize the collection and exchange of information on women and gender issues. One fairly recent development is the establishment of the Women's Library and Information Centre in Istanbul, Turkey, in 1990.

In Asia, India has the most WS programs and research facilities. Information on women and gender issues is found in special collections in academic libraries, collections in government agencies, and documentation centres in WS research centres and cells in women's organizations. Perhaps best known internationally is the Research Centre for Women's Studies Documentation Center at SNDT Women's University in Bombay.

More recently, a substantial number of online networks has been established throughout Southeast Asia. The largest women's research institute in the world is the Korean Women's Development Institute in Seoul, established by the Korean National Assembly in 1982. Among its divisions is an Information Centre that supports Institute research projects and action-oriented programs.

In the Middle East, the Institute for Women's Studies in the Arab World, founded in 1973, is housed at the Lebanese American University (formerly Beirut University College). The university library includes the Women's Documentation Centre, which has books and international periodicals.

Latin American women's groups have taken the lead in the use of electronic networks and communication systems to meet their information needs. (Women's groups in several Commonwealth of Independent States (CIS) have built information systems for themselves that are patterned after Latin American systems.) In Latin America, one of the best repositories of information on women is Isis Internacional in Santiago, Chile. Like many women's information centres in all parts of the world, Isis Internacional is a non-governmental organization (NGO) affiliated with the United Nations that seeks to provide needed information that is produced by or for women or is on topics of concern to women. Isis particularly serves women in Latin America and the Caribbean.

It appears that in most Latin American countries scholarly information for WS is best accessed through feminist groups such as the Centro de Investigación y Capacitación a La Mujer in Quito, Ecuador, or CIDHAL (Communication, Exchange, and Human Development in Latin America) Women's Centre in Cuernavaca, Mexico. In some countries, such as Brazil, scholarly productivity is very recent and resources scarce. Frequently the best access to information on women and gender issues is through private libraries.

In 1997, the African Gender Institute at the University of Cape Town, South Africa, hosted a pan-African workshop for librarians and documentalists with the aim of exploring ways to share gender information and resources throughout

Africa. One result of that workshop is the Gender in Africa Information Network (GAIN),which has established an electronic network. The GAIN network enables libraries of many women's groups such as the African Centre for Women in Addis Ababa, Ethiopia, an NGO affiliated with the United Nations, to share resources and improve the flow of information with other entities such as the Women's Research and Documentation Project at the University of Dar Es Salaam in Tanzania.

Isis-Women's International Cross-Cultural Exchange (Isis-WICCE) in Kampala, Uganda, is an activist women's resource centre. One of its goals is to collect and disseminate information related to women and to facilitate communication and networking between individuals and women's groups from different parts of the world. Its documentation centre works with contacts in at least 154 countries.

Collection development issues

An inherent part of women's studies is the fact that many of its source materials are generated by activist groups. The standard practice in most libraries not to collect materials not easily available through the commercial trade effectively excludes books, journals, videotapes, etc. produced by small presses or enterprises unless someone in the library makes special efforts to acquire them. It is frequently the feminist presses, which are small by commercial standards, that publish the information most valuable to women's studies researchers. The same is true for videotapes, CD-ROMs, and information in other formats.

In most libraries, responsibility for selecting materials to add to the collection is divided up by traditional subjects. Most academic libraries do not have WS specialists per se. Because women's studies involves so many different disciplines, careful coordination of effort among various selectors is required in order to develop a good collection in WS. In recent years increasing numbers of academic libraries are designating one person to have formal responsibility for building the collection in this area (usually along with responsibility for other areas as well).

Women's Studies librarianship

Women's studies courses began in the United States in the late 1960s and spread from there. WS librarianship began there also, in response to the new scholarship on women in both courses and research. The American Library Association has a Women's Studies Section that began meeting in 1979. One of its goals is to promote awareness of WS as a multi-disciplinary field of research and teaching that libraries must respond to.

Several projects initiated by the Section and its members have led to the publication of valuable resources in the form of directories, indexes, bibliographies and more. Another project has influenced producers of standard indexing services and databases to include more WS periodicals - thereby improving access to information vital to anyone interested in women and gender issues.

One aim of the International Federation of Library Associations Round Table on Women's Issues is to promote awareness of women's issues in libraries. This

entails gathering and disseminating information about women in the profession of librarianship and surveying available information resources on women and their organization and use.

Progress and Prospects

In 1998 the International Information Centre and Archives for the Women's Movement (IIAV) in Amsterdam hosted an international conference for librarians and documentalists working with materials relevant to women and gender issues. The "Know How Conference" attracted approximately 300 information specialists and representatives of government agencies from over 80 countries. Presenters highlighted their projects and activities employing cyberspace as well as other means. Topics covered included, among others, indexing women's information on Internet; designing new online resources; cataloging and classification issues in handling women's information; and empowering women's information for women in rural, immigrant, and minority communities.

An impressive product that came from the above conference is an online guide to collections of women's information in all types of organizations everywhere, entitled "Mapping the World of Women's Information". This guide, a continuing service of IIAV, provides keyword and geographic access to collections literally worldwide.

Sarah Pritchard points out that librarianship is concerned with understanding the nature of information and recorded expression, the ways people seek and use it, and the best structures and processes for organizing, documenting, preserving, and sharing it. Feminist thought questions the nature of knowledge itself. Consequently it also questions the very structures and institutions built around our concepts of what knowledge is.

Libraries and librarians must continue to meet the challenges of WS as we decide what to make available (through print, electronic, or other formats), how to make it available, and what to preserve. Libraries need to mobilize resources to enable writers, librarians, publishers, faculty, students, policy-makers and women in the community to find information and to use it to create new services and structures in society. (Moseley, 1995). (Witness the increased public awareness and changed policies in many countries vis a vis issues such as women's legal rights or violence against women that have grown over the past 25 years, thanks in large part to the women's movement.)

We have touched on only a few of the current efforts to free access to women's information. Members of the global community of women's information specialists continue to make a difference through participation in local, national, and international activities such as the Beijing +5 meetings, progressing toward the goal Pritchard articulates.

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Addresses of Organizations African Centre for Women

United Nations Economics Commission for Africa
Box 3001, Addis Ababa, Ethiopia

African Gender Institute
URL: http://www.uct.ac.za/org/agi ARIADNE

Kooperationsstelle Frauenspezifische Österreichische Nationalbibliothek
Josefsplatz 1, A-1015 Vienna, Austria
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Fax: +43 222 53410/437
URL: http://onb.ac.at/ben/ariadfr.htm

Bibliothèque Marguerite Durand
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Tel: +33 1 447 08 030
Email: bnd75@club-internet.fr

Centro de Investigación y Capitación a La Mujer
Casilla Postal 0901-10201, Guayaquil, Ecuador
Fax: +593 4 408087

CIDHAL Communication, Exchange, and Human Development in Latin America)
Cuernavaca, Apartado Postal 579, Morelos, Mexico

Fawcett Library: The National Women's Library, London Guildhall University
Calcutta House, Old Castle Street, E1 7NT London, United Kingdom
URL: http://www.lgu.ac.uk/fawcett/main.htm

Institute for Women's Studies in the Arab World, Lebanese American University
P.O. Box 13, 5053 Beirut, Lebanon
Tel: 811968
URL: http://www.lau.edu.lb

International Information Centre and Archives for the Women's Movement (IIAV)
Obiplein 4, 1094 RB Amsterdam, Netherlands
Tel: +31 20 6651318

URL: http://iiav.nl

Isis Internacional Santiago
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Tel: +56 2 6334582
Fax: +56 2 6383142
Email: isis@reuna.cl

Isis-WICCE (Women's International Cross-Cultural Exchange)
Box 4934, Kampala, Uganda
Tel: +256 4 1543 953
Fax: +256 4 1543 954
Email: isis@starcom.co.ug

Korean Women's Development Institute (KWID)
1-363 Bulkwang-dong, Empyung-ku, 122-707 Seoul, Korea
Tel: +82 2 3560070
Fax: +82 2 384767
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Christians Brygge 3, DK-1219 Copenhagen I, Denmark
Tel: +45 33135088
Fax: +45 33 4156
Email: kvinfo@kvinfo.dk
URL: http://www.kvinfo.dk

National Women's Education Centre
728 Ranzan-cho Oazo Sugaya, Hiki-gun, Saitama-ken 355-02, Japan
Tel +81 493 626711

Research Centre for Women's Studies Documentation Centre
SNDT Women's University
1 Nathibai Thackersey Rd, New Marine Lines, 400 020 Mumbai, India

Women's Library and Information Centre
Fener Mah, Fener P.T.T. yam (tarihi bina), Halic, 34220 Istanbul, Turkey
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Women's Research and Documentation Project, Women's Research and Documentation
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Cataloging artist files: one library's approach to providing integrated access to ephemeral material

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Paper

Description of the problem

Ephemeral material often contains important documentation on artists that is not easily found anywhere else. It documents obscure artists and the early careers of well-known artists. It is not widely distributed, but many libraries have important collections of this material, often concentrating on local artists and on material produced by local galleries and museums.

Ephemeral material is rarely cataloged, and even if it is the cataloging information may not be in on-line databases which may be searched over the Internet. Many libraries create a card catalog listing files on individual artists or rely on simply going to the filing cabinets to see if a file exists. This makes discovering which repository has information time-consuming, since it is often difficult to predict which library has collected and preserved ephemeral material about a particular artist.

No one disputes the value of a unified database of information about artists, but it is difficult to provide this, even within our own institutions. How can we accomplish this admirable goal given our perpetual understaffing and overwork?

Creating a database is a substantial investment in time, but any time spent on one may be repaid by removing hidden burdens in using artist files. Library staff or researchers can predict which files exist before making a trip to a library or to the filing cabinets. Cataloging records provide security, both in identifying the existence of files, and in helping control circulation of the material if that is allowed. Finally, by highlighting the types of information contained in files, catalog records may help in identifying later preservation or digitization projects, for example, by identifying files that contain photographs or slides that may need special housing or that might be candidates for digitization.

Description of one approach to a solution

This paper will demonstrate how cataloging for a collection of over 40,000 files on individual artists is made available to researchers around the world by incorporating MARC records for each file in an on-line catalog that can be searched over the internet. While each library handles this material in different ways, the approach presented in this paper may provide one example that will help begin the process of creating an international automated catalog of artist files.

The Museum of Modern Art Library has approached cataloging artist files by attempting to provide an appropriate level of cataloging information. We judge what is appropriate by balancing the importance of the files for research against the time required to catalog them. While we can never hope to describe the contents of each file completely we attempt to make sure that the information we do provide is in accordance with national cataloging rules and apply appropriate MARC coding. This allows these records to be integrated in a catalog of more traditional library materials, and means that they could be shared with other libraries, or an international database of artists.

We began with an existing list of artist files that was created when the microform vender Chadwyck-Healey microfiched the contents of our artist files in the 1980s.

Example 1. Existing list of artist files

AALTO, ALVAR: A1, Row B, Frame 3+
AALTONEN, WAINO WALDEMAR: A2, Row A, Frame 5
AARON, DAVID: A3, Row B, Frame 4
AARON, EVALYN: A3, Row C, Frame 2
ABAD, FRANCESC: A3, Row C, Frame 5
ABAD, PACITE: A3, Row D, Frame 2
ABADI, FRITZIE: A3, Row D, Frame 4
ABAKANOWICZ, MAGDALENA: A3, Row E, Frame 4+
ABAL, TOMAS: A5, Row A, Frame 2
ABRAMS, JOYCE: A14, Row D, Frame 3
ABRAMS, MICHAEL: A14, Row D, Frame 5
ABRAMS, ROSS: A14, Row E, Frame 2+
ABRAMS, RUTH: A15, Row A, Frame 4
ABRAMS, VIVIEN: A16, Row C, Frame 1
ABRAMSON, LARRY: A15, Row C, Frame 6
ABRAMSON, MARJORIE: A15, Row D, Frame 3
ABRAMSON, MICHAEL: A16, Row A, Frame 2
ABREU, MARIO: A16, Row A, Frame 4
ABREU, VICTOR: A17, Row A, Frame 2
ABRIGHT, WILLIAM: A17, Row A, Frame 4

Unfortunately, at the time that this index was created no one in the library thought to obtain a copy of the electronic file that was used to print the list. Rather than retyping all of this information we had this list scanned and ran it through an OCR program. Once this electronic file was edited we had a record of all of our files created before the 1980s.

Since the 1980s we had maintained a list of new files in a Word document. (This list was actually used to produce cards to file into the card catalog.) We combined these two lists into one master list of names. These names were then merged with a template to create a unique MARC record for each artist. Our library automation vendor did this for us, but other methods could be used, including the simple MARCMakr program supplied by the Library of Congress (http://www.loc.gov/marc/marcutil.html).

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Because each file was not examined during this process we could only describe the files in the most general way by identifying characteristics that they all shared. We included information about what might be in each file, but could not provide any specific information about the type or amount of information in each file, or even the dates of the information included.

Example 2. Artist file template

```
Tag  I1  I2 Subfield Data
040       $a NNMoMA $c NNMoMA
090       $a
100  1    |a
245  0    0  |a Artist file : |b miscellaneous uncataloged material.
300       $a 1 folder
500       $a The folder may include announcements, clippings, press releases,
          brochures, reviews, invitations, small exhibition catalogs, and other
          ephemeral material.
600  1    0  |a
655       7  $a Pamphlet files. $2 aat
```

The resulting records were loaded in our automated system. At this stage we did not create "call numbers" but we added a phrase that indicated how researchers could request this material from our stacks. This is how these records look in our on-line catalog.

Example 3. Display of cataloging information in an on-line catalog

Author: [illegible]
Title: [illegible]
Description: Mixed Material
1 folder
Subject(s): [illegible]
Pamphlet files
Notes: The folder may include announcements, clippings, press releases, brochures, reviews, invitations, small exhibition catalogs, and other ephemeral material.
[illegible]

Volunteers with appropriate training and under supervision by library staff create new files. They type the artist's name into the author field (100) and then copy it into the fields for the subject (600) and for the call number (090). Since the files are arranged by the artist's name we put the name in the call number field.

Example 4. New record for an artist file that is keyed in

```
Tag  I1  I2 Subfield Data
040       $a NNMoMA $c NNMoMA
090       $a Majer, Michel
100  1    $a Majer, Michel.
245  0    0  $a Artist file : $b miscellaneous uncataloged material.
300       $a 1 folder
500       $a The folder may include announcements, clippings, press
          releases, brochures, reviews, invitations, small exhibition
          catalogs, and other ephemeral material.
600  1    0  $a Majer, Michel.
655       7  $a Pamphlet files. $2 aat
```

Currently, little attempt is made to keep the description of the content current, but since catalog entries in on-line catalogs are much easier to update than card files this information could, with enough staffing, be kept current. The number of folders or even the number of items in each folder could be updated, as well as the description of the contents.

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More specialized material had additional form/genre terms added, and a more specific description of the contents of each file. We used this approach for two sets of files that we acquired dealing with political art and with artist bookmakers. Since these files are not active-we do not add to them-the description of the contents and of the time period of the contents could be indicated more specifically.

Example 5. Artist file in a specialized archive

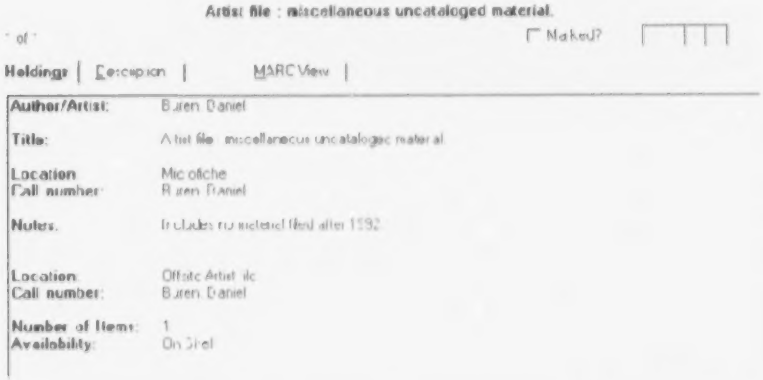
```
Tag  I1  I2 Subfield Data
040          ‡a NNMoMA ‡c NNMoMA
100  1       ‡a Haacke, Hans, ‡d 1936-
245  0   0   ‡a PAD/D pamphlet file : ‡b miscellaneous uncataloged material.
300          ‡a 1 folder
500          ‡a The folder may include resumes, announcements, clippings, press
             releases, brochures, reviews, invitations, artist's statements,
             slides, photographs, correspondence, portraits, and other ephemeral
             material.
541          ‡a Political Art Documentation & Distribution Archive. ‡5 NNMoMA
580          ‡a Forms part of: Political Art Documentation & Distribution Archive.
             ‡5 NNMoMA
600  1   0   ‡a Haacke, Hans, ‡d 1936-
655      7   ‡a Pamphlet files. ‡2 aat
655      7   ‡a Slides (photographs). ‡2 aat
```

Example 6. Artist file in a specialized archive

```
040          ‡a NNMoMA ‡c NNMoMA
100  1       ‡a Lederman, Stephanie Brody.
245  0   0   ‡a Franklin Furnace artist file : ‡b miscellaneous uncataloged
             material.
300          ‡a 1 folder
590          ‡a RESOURCE WILL BE FILED UNDER THE CALL PHRASE "FRANKLIN FURNACE ARTIST
             FILE" AS WELL AS THE ARTIST'S NAME.
500          ‡a The folder may include resumes, artist's statements, slides,
             photographs, correspondence, announcements, clippings, press
             releases, brochures, reviews, invitations, portraits, and other
             ephemeral material from the period 1976-1996.
541          ‡a Franklin Furnace Collection. ‡5 NNMoMA
600  1   1   ‡a Lederman, Stephanie Brody.
655      7   ‡a Pamphlet files. ‡2 aat
```

Not only do these records provide access to our artist files in our on-line catalog (available over the Internet at http://library.moma.org) but they also help us manage the growing collection. We have been able to use these records in our circulation system to record when a curator is using a file, or when we have had to move the original file to storage. In this case we rely on the microfiche for quick access, but will retrieve the original file with proper notice.

Example 7. Artist file record used to track location and circulation


Artist file : miscellaneous uncataloged material.
Marked?
Holdings | Description | MARC View |
Author/Artist: Buren, Daniel
Title: Artist file : miscellaneous uncataloged material
Location: Microfiche
Call number: Buren, Daniel
Notes: Includes no material filed after 1992
Location: Offsite Artist file
Call number: Buren, Daniel
Number of Items: 1
Availability: On Shelf

Another use for these records is to provide biographical information not

normally included in cataloging records, especially when obituaries are clipped and filed.

Example 8. Artist file record used to record biographical information

```
040        ‡a NNMoMA ‡c NNMoMA
050        ‡a Matthiasdottir, Louisa
100  1     ‡a Matthiasdottir, Louisa.
245  0  0  ‡a Artist file : ‡b miscellaneous uncataloged material.
300        ‡a 1 folder
500        ‡a The folder may include announcements, clippings, press releases,
           brochures, reviews, invitations, small exhibition catalogs, and other
           ephemeral material.
545        ‡a b. 1917; d. 2000.
600  1  0  ‡a Matthiasdottir, Louisa.
655     7  ‡a Pamphlet files. ‡2 aat
```

Here is a case where the birth and death years are recorded in the 545 field (used for biographical data). We do not include this information in the headings for the artist (100 and 600) because we attempt to make all headings consistent with the Names Authority File maintained by the Library of Congress. This is one of the compromises that are required for having these records in an integrated catalog.

This approach of using templates and form/genre terms to describe artist files could be extended to cataloging other categories of materials that share similar characteristics.
We have used the same technique for auction catalogs…

Example 9. Auction catalog record created using a template

```
Tag  I1  I2  Subfield Data
037  0       ‡a 20000715
040         ‡a NNMoMA ‡c NNMoMA
110  2       ‡a Sotheby's (Firm)
245  0  0    ‡a American paintings, drawings and sculpture : ‡b Wednesday,
             March 15, 2000, 10:15 am.
260         ‡a New York : ‡b Sotheby's, ‡c 2000.
500         ‡a Sale 7441
655     7   ‡a Auction catalogs. ‡2 aat
```

As well as for indexing MoMA, our member's magazine.

Example 10. Indexing created using a template

```
Tag  I1  I2  Subfield Data
040         ‡a NNMoMA ‡c NNMoMA
100  1      ‡a Cullman, Lewis B.
245  1  0   ‡a Lewis B. Cullman : ‡b speaks with Rebecca Stokes and
             Emmett Watson.
246  1  3   ‡a Interview, Lewis B. Cullman speaks with Rebecca Stokes and
             Emmett Watson
246  1  3   ‡a Interview with Lewis B. Cullman
300         ‡a p. [10]-11 : ‡b col. ill.
600  1  0   ‡a Cullman, Lewis B. ‡v Interviews.
610  2  0   ‡a International Council of the Museum of Modern Art (New
             York, N.Y.)
610  2  0   ‡a Museum of Modern Art (New York, N.Y.). ‡b Office of
             Planned Giving.
610  2  0   ‡a Museum of Modern Art (New York, N.Y.) ‡b Dept. of
             Development and Membership.
655     7   ‡a Interviews. ‡2 aat
700  1      ‡a Stokes, Rebecca.
700  1      ‡a Watson, Emmett, ‡d 1944-
773  0      ‡a MoMA ‡z 0893 0279 ‡g v. 3, no. 1 (Jan. 2000)
```

Conclusion

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For libraries that have computerized catalogs the use of templates to create cataloging records may provide useful access to ephemeral materials without the demands of creating full cataloging records. This approach, while not perfect and certainly not traditional full cataloging, is a flexible way to create MARC records that might later be used to reach the goal of a unified, shared database of artist files. For libraries that do not yet have computerized catalogs the way that files are currently processed may be organized so that later conversion to computerized records is made easier.

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The national bibliography of a small country in international context

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Abstract

The Czech Republic belongs to the so-called "post-communist" countries. The communist governments had no desire to support library efficiency, including contact with developed countries or enhancing automation. As a consequence, most libraries were ignorant of international standards. After the 1989 revolution, the Czech Republic initiated many dramatic changes, and the Czech national bibliography, too, benefited from this course.

The paper describes the changes implemented in the compilation of the Czech National bibliography, specifically the introduction of UNIMARC, AACR2R, LCSH in both Czech and English versions, some of which link to UDC-MRF notation. Thanks to the retrospective conversion project, the majority of printed monographs published in the Czech Republic during the 20th century is now available via Internet (WorldCat, CASLIN - Union catalog of the Czech Republic, and the database of the National Library) and also on CD-ROM (Czech and English versions).

The challenges faced by the introduction of international standards in a relatively short time-span, the question of "loss of national identity" versus joining the international community, and the importance of national authority files for cooperation on both national and international levels are discussed. A

short demonstration of the bibliographic and authority records from our online catalog, based on the Israel system ALEPH500 and also the CD-ROM version of the Czech national bibliography will be included in the presentation.

Paper

Introduction

The Czech national bibliography represents the publications of a small country in the heart of Europe with an annual production of about fifteen thousand printed monographs and three thousand serials. Non-book materials, cartographic documents and electronic resources (both local and remote) registered in the Czech national bibliography total some five thousand titles annually. Most of these documents are published in Czech, a language which only a small percentage of the world population can speak and understand. However, Bohemistics is a subject represented at many universities throughout the world. The libraries of these universities and also national libraries claiming universal scope and/or university functions have large collections of so-called "Bohemica".

When we first started to use foreign databases and travel abroad after the revolution in 1989, we started seeing American libraries' records for Czech imprints in OCLC. We did not like the quality of some of the records. Mostly, the records were quite brief and contained spelling errors, not only in the descriptive parts of records but also in the headings (both names and subjects). When we mentioned this fact during our visit to the Library of Congress, we were told that cataloging Czech imprints is not a priority in U. S. libraries and it was suggested that in order to alleviate this problem we should contribute records representing Czech imprints ourselves. This was a wonderful example of applying the UBC principle that each country should be responsible for the cataloging of its own publications, which has been known in theory rather than practice in our country. How easy to say, but how difficult to bring this wonderful and logical idea to real life, especially because the cataloging should adhere to international standards. When no international standards have ever been applied in a particular country, it can take many years to achieve what for some countries has been quite easy and an obvious goal; we needed ten years to catch up.

The following pages describe the ten years we needed to be able to produce our national bibliography on CD-ROM (also available on the Internet) and of high enough quality that foreign libraries are able to reuse our records without too much post-processing. I will describe not only our successful results, but I will let you have a look into blind alleys and mistakes that made our way longer. I do not expect that our example can prevent other countries from making the same mistakes. Each country has to go its own way and make its own experience -- including its own mistakes. That is life.

A couple of years ago we were unable to accept advice and learn from the experience our colleagues from abroad had acquired. Only now, after acquiring our own experience (and evaluating our own mistakes), we know that they were right and that our way could have been shorter, easier, and cheaper . And even now, we are sometimes unable to give up some practices we are used to, and I am afraid that this will be recognized as a mistake years from now. But let us look at the ten years as they truly were, not as they could or should have been.

International standards
Exchange Formats, Bibliographic Description and Names

The first significant step in the direction of automation and acceptance of international standards was the project "Automatizovany system ceske narodni knizni bibliografie: ASNB-K" (1) [Automated System of Czech National Book Production: ASNB-K]. Since 1983 data were created using a regular word processor: the goal was not the creation of a searchable database but only the ability to prepare print copy of the "Czech National Bibliography" for publication each month. The project staff was charged with analyzing the records thus created and studying international cataloging standards. Luckily, since all the records used ISBD punctuation, there was a sort of unifying structure, and for this reason it was possible to convert them recently into the rest of our modern database. The employment of ISBD in the "Bibliography" was viewed by Czech librarians for years more as a curiosity than a means to standardization.

"Serious" library automation that considered broader international standards and their implementation in Czech libraries started later -- only in late '80s. There was almost no money available for library automation; and since most of the libraries (including the National Library) could not afford any professional library system, the only possible way was to use the general database system CDS/ISIS offered by UNESCO free of charge. It was necessary to develop a Czech library application for the CDS/ISIS system. The National Library produced the "Modularni automatizovany knihovnicky system: MAKS" (2) [Modular Automated Library System]. In 1989 MAKS formed the basis not only for the Czech national bibliography but also for automation in hundreds of Czech libraries which were using CDS/ISIS in the '80s.

The first exchange format was prepared and published as the core module of MAKS in 1989. In developing the conventions for an exchange format, we, albeit aware of UNIMARC, contemplated the question: UNIMARC or national format? We decided to develop our own national exchange format. It was the "Vymenny format pro bibliograficky (dokumentacni) a katalogizacni zaznam" (4) [Exchange Format for Bibliographic and Cataloging Records]. Fortunately, our exchange format employed considerable granularity and thus conversion into UNIMARC later (during the mid '90s) was not very difficult. Providentially, it used the principles of ISBD, and in this oblique manner ISBD was accepted by many Czech libraries.

While MAKS was being tested, it was becoming more and more obvious that our cataloging rules were obsolete, especially as far as headings were concerned, something ISBD does not cover. Our old rules had outlived their usefulness, existing foreign models were viewed with skepticism, and to prepare new rules expeditiously was not manageable. Furthermore, our professionals demanded rules for special materials. During the discussions about preparing new cataloging rules, the suggestion to accept AACR2 was introduced, but it was rejected. We had always been strongly influenced by foreign cataloging rules (Prussian instructions; Soviet cataloging rules) and we did not want to be influenced by yet another set. However, we accepted that we are not an island, so a compromise was proposed: develop Czech cataloging rules based on AACR2, or rather on their positive principles only, and supplement them with other foreign rules. A working group of 40 librarians presented a 597-page opus; their new "Pravidla jmenneho popisu" (5) [The Rules of Descriptive Cataloging] was to have been published in 1993. But the new Rules were never published.

The combination of the positive principles of different sets of cataloging rules produced a very good theoretical result, but it was inconsistent and its application in "real life" was far from easy. When our librarians started to travel abroad after 1989, they brought back the knowledge that cooperative cataloging on both national and international levels is necessary, standardization is essential, and locally developed rules can hardly compete with international standards. Obviously, a small country with a not too copious book production, in a minor language, has no chance of displacing already existing cataloging rules, under which millions of records already exist. If we wanted to become part of this world, we had to accept its rules. At last we realized that specific national cataloging rules, no matter how perfect, unavoidably lead to isolation. The 40-member team was discharged as discussion about the option of translating AACR2 was gaining ground. We decided to translate AACR2 and ISBD and to analyze all their details and implications. We wanted to examine with an unbiased, critical eye especially those rules that may be unacceptable to Czech cataloging tradition, and to document our opinions with specific examples. The same approach was taken in regard to UNIMARC.

In the '90s, Czech libraries began to implement integrated library systems. In 1992, the Andrew W. Mellon Foundation was presented with the CASLIN Project (Czech and Slovak Library Information Network). In their Statement of Intent, the directors of four main Czech and Slovak Libraries (including the national libraries of both countries, responsible for their national bibliographies) agreed to lay a solid foundation for a nation-wide library network to provide both domestic and foreign users with easy, fast, and unrestricted access to the information stored in, or mediated by, libraries and information centers. Since the beginning of CASLIN, international standards for cataloging were considered very seriously in connection with its union catalog. In 1994 the CASLIN Board of Directors approved and announced the following requirements for cataloging for the CASLIN union catalogue:

- All records have to be created in UNIMARC
- The guiding rules are AACR2R
- CASLIN union catalog records must follow ISBD.

This declaration was extremely important - it had to be followed and it did not allow us to change direction when we faced opposition introducing international standards - and we really did!

Despite of our declaration of principles, it was not easy to implement the agreed-upon standards, not least of all because the documents were not available in Czech right from the outset. It took much longer to translate all the necessary tools (7-9) than we anticipated, mainly because in many cases there was no Czech terminology for some of the new concepts. Without examples of application of the rules in actual practice, it was very difficult to grasp certain concepts fully and translate them meaningfully.

In regard to AACR2, we reached Catch 22: without rule interpretations it was almost impossible to work with the rules, but without using them, it was very difficult to create workable interpretations. Before any interpretation could be agreed upon, it was crucial to try the rules out, to understand their ramifications, and to "live" with them before we could distinguish between what we did not like because it was new and different or what was fundamentally alien to our tradition. The initial implementation of AACR2 was very demanding on our

catalogers.

When our databases were small, we tended to pay much more attention to bibliographic records than to authority records. The need for authority control remained underestimated for a couple of years. Only as our databases began to grow and as we started up- and downloading records, did we start paying the attention to authority control that it deserved. A new department for authority control was established only recently. It is now responsible for cleaning up the access files accumulated during the long period when authority control was unappreciated, and for creating authority files for personal names and corporate bodies.

Subject Cataloging and Subjects

For providing our users (both local and remote) with full access to documents, implementation of international standards for bibliographic description alone would not be sufficient. It would also be necessary to provide data of high (standard) quality for subject access. The need for change (mainly for subject headings) became obvious at the beginning of the '90s, but we were ready to do it only by the late '90s. It had not been that difficult with classification since we had a long tradition of using UDC -- we only migrated to the UDC-MRF in 1999.

Because we wanted to have subject headings that would be acceptable not only at the national, but also at the international level, it was necessary to change from the specialized Czech subject headings based on our old national standard, which was very different from any international one. It was necessary to choose one of the international systems (we have chosen LCSH) and apply its principles to our national subject headings. Of course, the Czech and English versions do not correspond 100%, but it is much easier to add similar Czech terms in English to the LCSH in the records downloaded from OCLC for foreign acquisitions and vice versa, as records are contributed OCLC, to add LCSH equivalents to the Czech subject headings in Czech national bibliography records, than to create subject headings in both languages and that are based on completely different philosophies.

Since subject headings are expressed in national languages, it is difficult to find and apply any "international" recipe. After much debate, LCSH was finally chosen. However, it is considered useful to meet local needs and requirements as well, so some modifications of the LCSH scheme were formulated:

- Direct form of geographical subdivisions in subject headings of the NLSH is preferred: i.e., geographic names immediately follow the main heading or main heading/topical subdivision combination
- Form subdivisions have been taken out of subject heading strings and assigned to a specific field (608 in the UNIMARC format)
- Generic headings representing classes of persons or types of corporate bodies are used more often in our system in order to;
  -Add more access points to bibliographic records
- Allow links by named entities (persons; corporate bodies) between subject headings and the corresponding UDC notations

- Take out of name subject heading strings any additional thematic, geographic, or chronological information and to put them in a "class of person and types of corporate bodies" subject heading string to support easier automatic subject authority control and maintenance of named entities

- Add a set of subject headings to a document by using terms based on concepts in order to make the "broad" subject headings narrower; this makes it easier to establish links between subject headings and descriptors (thesaurus or controlled subject language)

These changes (due to the differences between LCSH and NLSH) mean a shift in our system towards a postcoordinated system, which we find more effective in the online environment.

- Using the UDC classification system, it was decided to:

- Improve multidimensional searching for OPAC users by linking topical subject headings, main headings/topical subdivision combinations, and genre/form headings in the subject authority files to the appropriate UDC notations

- Observe the IFLA recommendation, "to consider possible relationships between subject authority records and classification" (Guidelines for Subject Authority and Reference Entries, p.1)

- Improve the quality of subject data to minimize individualistic approaches to the subject matter of a document

- Use the middle terms of UDC notations, since the UDC (top level) selected points currently used in our libraries do not entirely identify topics

- Use only those UDC notations that identify the subject and genre/form, and express other components (e.g., geographic, chronological) by codes or verbal expressions

In the process of adding English equivalents to subject headings in our national bibliography records, we try to respect the most important recommendations of LC subject cataloging policy, but it is really a demanding process for us. We hope the situation will improve after implementation of the new version of the ALEPH system, namely, when we have the possibility of using the Z39.50 protocol.

As should be evident from this discussion, we did not exactly dodge international standards, though we were slow at accepting them. Luckily, we do not feel that accepting them has in any way invalidated or lessened our national identity. On the contrary: when we first started seeing American libraries' records for Czech imprints in OCLC, we did not like the quality of some of the records. Now we contribute our own records representing Czech imprints to the WorldCat database. Obviously, this cooperation brings fruits to both sides, as we welcome any income we can get. Our contribution is an asset and our being able to import records representing foreign production, too, is, economically speaking, most welcome: we do not have to catalog these foreign documents and we can pay more attention to cataloging our Czech materials. What is equally beneficial is that in this way we see more proper application of international cataloging standards in these records, thus increasing our awareness of them. We do not consider this to be a loss of national identity. Rather, we consider this an

argument for abandoning "national" stereotypes. But are those really national stereotypes, or are they "international" ones, in the sense that catalogers throughout the world do not like change? Whenever we fought for acceptance of international standards, there was always an underlying desire to preserve as much of the status quo as possible.

Another, more serious, problem that complicates the acceptance of international standards lies in the lack of truly *international* standards. It would be much easier for everyone at this juncture to be able to accept international standards as they are, were they truly international (and not mainly for the Anglo-American part of the world). That would guarantee that neither conversions nor the comparison of differences between different so-called "international" standards would be necessary.

This must become the case in the 21st century when catalogers, under economic pressure like most other segments of our societies, will have to compromise and develop and accept truly international standards. No one will have any incentive to develop and maintain local rules; no one will need to look for solutions in one "international" format (MARC 21) and try to incorporate them into the other "international" format (UNIMARC). This is now often the case with sharing electronic resources; it generally requires conversions followed by more or less demanding post-processing. No one will have the resources to devote to such undertakings. How long it will take before this vision becomes reality will depend on economic conditions, the level of international cooperation, and on users' demands on their libraries.

The current Czech national bibliography since 1994 is available on CD-ROM and via the Internet from the database of the Czech National Library and CASLIN - the Czech Union Catalog. The records are also available in WorldCat. All the records available in machine-readable form (since 1983) have been converted to UNIMARC and are available in the same ways. And what about the older records?

Retrospective conversion

By the end of the year 2000, an important project, "Making the Czech Production of the 20th Century Widely Available", will have been completed. Its results are already accessible via the Internet as well as on CD-ROM. Most of the approximately half million records that cover Czech imprints from as far back as 1922 are included from the printed *Bibliographic Catalog*. However, there are records in a few other bibliographies from the early part of the 20th century that will also be converted. Most entries in the *Bibliographic Catalog* are, in fact, detailed citations that contain added entries, subject headings, UDC symbols, and also frequently, annotations. From an international viewpoint, this will be a great enrichment of the UBCIM and UAP projects; and the records are also available in the OCLC WorldCat database. And, of course, on the national level, the online availability of these records allows faster and cheaper retrospective conversion at many institutions in the Czech Republic.

In fact, nine large Czech research libraries are participating in this collaborative effort: each cooperating institution is converting specific sections of the paper version of the *Bibliographic Catalog*. The result of this project then decreases the number of cards they each have to convert from their own catalogs. Thanks to this project, by the end of the 20th century, the majority of Czech imprints (i.e., those delivered to the NL as the legal deposit copies) published in this century will be available in UNIMARC (and in WorldCat in MARC 21). I would like to mention that this collaborative effort had the blessing and financial

support of the Andrew W. Mellon Foundation at the very beginning and later of our own Ministry of Culture, without whom this phase would not have been possible.

A special technology was developed for this project, a process consisting of three phases:

Step I -- Scanning:
Pages from the printed bibliographies are scanned by state-of-the-art equipment, which guarantees high quality images, essential for subsequent processing.

Step II -- OCR:
The scanned images are converted from a pictorial (TIFF) image into ASCII characters (unstructured text) using OCR.

Step III -- Structuring (Tagging):
In this final phase, the unstructured ASCII records are converted into UNIMARC records. Depending on the degree of clarity of the original record, tagging can be done automatically, whenever it is feasible to use a specific algorithm. Any records that do not pass automatic tagging are then processed manually, i.e., a staff member analyses the record and tags each field as needed. Our specialized software helps create high quality records in a short time.

Conclusion

This paper devoted to the Czech national bibliography in the international context discussed mainly the introduction of international standards for both bibliographic description and subject cataloging. Speaking about international standards, ten years ago we started from almost zero; and today, the Czech national bibliography for the whole 20th century is available via Internet in the database of the National Library (and through Z39.50 after the ALEPH500 implementation), in CASLIN - the Czech Union Catalog, and in WorldCat. The records are available in both UNIMARC and MARC 21. Since 1995 bibliographic description is prepared in adherence to AACR2R, and since 1999 the records are classified according to the UDC-MRF and contain LCSH in both Czech and English. Bibliographic records for printed monographs and serials (on both serial and analytical levels) are included together with non-book materials, cartographic materials and electronic resources (local and remote). Furthermore, we have started connecting bibliographic records to authority records in UNIMARC format.

Records from the Czech national bibliography prepared at the National Library have become heavily used by both Czech and foreign libraries. We do not have our own national standards any more, but we do not think we lost our national identity this way. On the contrary, we have become fully responsible for bibliographic control of Czech documents in all formats, not only theoretically but in reality - records created at the National Library of the Czech Republic have replaced original cataloging of Czech documents performed in many libraries abroad.

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Public lending right in Central and Eastern Europe

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Abstract

Central and Eastern European (C&EE) countries have to decide in these years, what kind of a Public Lending Right system, if any, they will adopt. The countries which have applied for the membership in the European Union, have to harmonise their legislation with the EU directives. According to the Rental and Lending directive from the year 1992, the EU (and applicant) member countries have to decide on their remuneration system concerning the availability of books, music and other material in libraries. In connection with the CECUP project, the PLR situation in ten EU applicant membership countries was studied at the end of 1999. The concerned countries were Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia.*

The lines chosen by different countries differ a lot from each others. Some seem to have passed by this issue without any considerations, some have decided by purpose not to launch a PLR system, and some will soon begin new PLR practices.

** The CECUP project, Central and Eastern European Copyright User Platform (see http:www.eblida.org/cecup/), was financed by the European Commission and run by EBLIDA in 1998-99.*

Paper

First of all it can be stated, that eight out of the ten countries concerned have in their copyright law a clear clause, which allows the publicly financed libraries to lend books without permission. One country, Slovakia, has the exceptional situation that according to the copyright law from 1997, also lending of books must be licensed.

In details, the 1992 directive on Rental and Lending Right says that a system must be established, to remunerate at least the authors for rental and lending of their works. According to §5.1 of the directive, in respect of the public lending the EU states are free to determine their remuneration system taking account of their cultural promotion objectives. The system must cover at least authors. Further, §5.3 allows the member states to exempt certain categories of establishments from the payment of remuneration.

This also means that all the CECUP countries have to decide, in which form the directive should be adopted into their own legislation. This matter came about spontaneously during the discussions throughout various CECUP workshops in the winter of 1999, which indicates that the process in the C&EE countries had begun. To get detailed information about the situation in adoption of the directive, a questionnaire was sent to the CECUP Steering Group members in Summer 1999.

It was interesting to ask, if the existing and planned PLR systems in these countries will cover:

- material produced in the country concerned (domestic authors) or also foreign authors
- only authors or also translators, illustrators, composers, singers, publishers or other groups of right owners
- only public or also research and other libraries
- who will pay for the remuneration, the libraries, the government or some third party

These are crucial questions in countries, where the library economy is tight, and there is pressure to use more money for aqcuisition, not for extra remuneration. If e.g. the foreign authors are covered, the system is much more expensive than with a national framework.

One of the questions concerned the coverage of IT lending systems in the countries. PLR systems based on amount of loans/title are possible mainly in cases where there are IT systems available. Manual counting would be extremely laborious.

The main results are collected in table 1.
Table 1. The Public Lending Right situation in the CECUP countries

	Is there a PLR system	Under which Legislation	Libraries covered	Materials covered	Right owners covered	Who is paying	Basis for remuneration	To whom is it paid	% of concerned libraries having an autom. system
Bulgaria	No	-	-	-	-	-	-	-	-
Czech Republic	Yes, but not for books	Copyright law	All publicly open libraries	Music NOT FOR BOOKS!	All music authors	Libraries	According to yearly agreements	Collecting societies	58%
Estonia*	Planned	Copyright law							
Hungary	Negotiated	-	-	Music	-	-	-	-	-
Latvia	Planned	Under discussion	Public libraries	Books	Latvian authors	Government	Number of books loaned by an author in libraries	Under discussion	0,01%
Lithuania**	Yes	Copyright law	Public libraries	Books	Not yet clear	Probably government			0%
Poland	No	-	-	-	-	-	-	-	-
Romania	No	-	-	-	-	-	-	-	-
Slovakia	Yes	Copyright law; Law on the collective admin., maybe library law	All libraries			Libraries; discussion with the government to pay are under way	Number of books loaned by an author in libraries	Collecting societies	10%
Slovenia	Yes, but not for books	Copyright law	All publicly funded libraries	Music NOT BOOKS!		Libraries	Number of located items	Collecting societies	70%

* the frames are given in the new copyright law but the practice will be created by the Ministry of Culture

** the frames are given in the new copyright law but the decrees are still in preparation

Three (Bulgaria, Poland, Romania) of the ten countries informed that they have no PLR system and no plans to establish one. Hungary has reported of negotiations with the collecting societies for remunerating music lending by libraries. In Slovenia the situation is clear, and no discussions are under way. The copyright law (§36/2) states that lending of text material is free. There is remuneration only for the lending of audio and video materials, and the form of payment is based on agreements between the libraries and the concerned collecting societies, which are nowadays two: one for music and one for other audio?visual materials. In the Czech Republic the situation is the same, but it was discussed in detail during the preparation of the new copyright law which, at the time of this paper, was still under work. Libraries were consulted in this negotiation. The Czech decided, based on §5.3 of the Lending and Rental directive, to continue the system where only lending of music is remunerated. This has been running since 1994. The system will be extended to cover lending of other visual and audio?visual documents.

In Estonia and Latvia PLR has been a hot discussion matter between copyright parties. The organisations of rightowners (in Estonia the authors association, in Latvia the collecting society AKKA/LAA) have pressed for a remuneration system. At the beginning of the process libraries were not even consulted, but in both countries libraries have managed to get themselves involved.

In Latvia some of the details are still under political debate. It has not been decided if the orders will be included into the copyright legislation or will there be a separate law. According to the draft in the Summer of 1999, the remuneration will be paid by the government and to the Latvian

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authors only. No common ground has been reached on whether the money will be paid directly to the authors or through collecting societies. The grant per author will be counted according to the number of loaned books of an author. In Latvia libraries have been alerted by the question on who will pay to libraries for counting the loans, when less than one per cent of the concerned libraries have an automated library system. If the plans will be realised, the sum to be disbursed to authors will be 10% of the funds spent on book acquisitions in public libraries in the preceding year.

In Lithuania the new copyright law of May 1999, provides a framework for the PLR system, which will be adopted on the 1st of July 2000. Libraries of educational and scientific institutions are excluded from the system. However a decision was made, due to economic difficulties, to provide no funding for the system at least in the first two years. The preparation of a more detailed decree has been postponed because of other matters on the political agenda.

In Slovakia the situation has been halted since the introduction of the new copyright law, which came into force in late 1997. Libraries do not accept the principle that even for the lending of books permission must be sought from the right owners. According to the latter, libraries must pay the remuneration for lending material. The law has not yet been executed in libraries, although collecting societies have insisted for it. The solution has been sought via the Library law that is still under preparation. The idea would be to move the burden of organising the authorisation system and payments of remuneration to the government.

Public Lending Right in Estonia

Estonian librarians have been aware about remuneration systems for the authors for rental and lending of their works. Most of the information has been gathered from the Nordic countries, where different systems have been used for a long time and with whom Estonian libraries have a lot of contacts. Also the EU directive from 1992 was known among the library administrators. The possible future of PLR in Estonia was already mentioned in some library meetings in recent years.

At the end of 1998, some MPs together with the Estonian Association of Writers created a draft PLR law and sent it to the Parliament. The library community did not see the material until in the stage of discussion in the Cultural Affairs Committee of the Riigikogu (Parliament). To discuss the matter, a meeting with the initiation makers of the draft and representatives of writers was organised by librarians.

Librarians from different types of libraries were at present, as well as representatives of the Estonian Librarians Association and the Ministry of Culture. All participants agreed about the principal idea of remuneration. The real discussion theme was the mechanism and concrete solutions. The draft was made mostly according to the Finnish PLR system, without accounting the real situation in and possibilities of Estonian libraries. The general discussion was about to whom to pay and from witch source. The mixed financing system of public libraries, different systems for other libraries etc. need a careful analyse of real possibilities. At the same time the real situation with possible statistical data has to be considered. As most of public libraries have no IT lending systems, the real figures of loans can not be counted. The biggest concern of libraries is to find guaranties, that money for remuneration will be given by the state additionally, and not excluded from the very unsatisfying library budgets.

The meeting was fruitful as a starting point of further discussion. The debates about the matter were also continued in the press from both sides. It was agreed to continue to work on matter together with writers.

In 1999 a second attempt was made to send a draft PLR law to the Parliament without a consensus with libraries. The Cultural Affairs Committee did not accept the draft.

In 1999 major changes were made in the Copyright Law in Estonia. Some of them were caused by the changes in the real life, some had a connection to harmonisation with the EU directives. As

Estonia has promised to harmonise the copyright matters before January 1, 2000, also the question of PLR rose again. The Cultural Affairs Committee asked for additional material about the PLR situation in different countries. Its' representative took part in a library meeting, where the matter was also discussed, etc. The draft of the new law was also sent to the National Library of Estonia for remarks.

As the final decision, an article was added to the Copyright Law: authors have right to get remuneration for rental and lending of their works. The list of libraries included into the system, amount of sums to be paid, and the system of payment has to be fixed by the Government. This part of the Copyright Law will come in force from January 1, 2002.

The Ministry of Culture has begun to prepare a proposal for the Government. It will form a working group, in which the library community will be largely involved to create optimal and mutually acceptable PLR system for Estonia.

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The digital society's challenge to the library for the blind.

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Abstract

The information technology community poses challenges to libraries for the blind all over the world. Technology is on our side. As a result of technological advances it is now feasible to establish true equality between visually impaired and sighted people. To benefit from the brand new possibilites the libraries for the blind have to go through a range of changes and development processes. This paper comments on new strategies and potential roles for the libraries for the blind.

Paper

Introduction

During the past two years The Danish National Library for the Blind, DBB, has dedicated a lot of effort to formulating a new strategy for the institution's work. This new strategy stemmed from an analysis of DBB's own needs, the requirements of DBB's users, and last but not least the possibilities and barriers in DBB's surroundings.

Simultaneously with defining the new strategy, DBB has initiated an all-encompassing process of change that is intended to enable the organisation to optimise its performance; to function in a modern manner and to progress at all levels.

Unlike most other libraries for the blind across the world, DBB is a national and publicly financed library. This means that DBB can base its activities on a stable and known economy, knowing that the Danish State supports the organisation. Several aspects make the function of DBB manageable. These aspects include the nationwide status of the library, the country's infrastructure and size - geographically as well as demographically. When compared to libraries for the blind in other countries, DBB has quite comfortable working conditions. Considering our unique basis for business at DBB, colleagues from other countries may find it difficult to directly emulate our situation and the way we work. On the other hand, it is my hope through this paper to be able to inspire you and give you food for thought for further discussions on the challenges posed by the information technology community to libraries for blind and visually impaired all over the world.

Characteristics of the information community

So what exactly is the community we come into contact with? the digital? the electronic the information technology world? Perhaps the most important in this context is a community where the flow of information is incomprehensibly expansive and is still growing exponentially.

It is a society in which the overview of and the access to information has a defining influence on the individual citizens possibilities. A society in which the individuals capacity to comprehend and process the content of the information has much significance.

It is also a society in which the development of information carrying media occurs at an outrageous pace; a society in which the choice of media forms is vast. Through the use of interactive media, the user chooses and rejects information at his or her whim. Through multi-activities the user's senses are stimulated or bombarded by a plethora of impressions. That and an abundance of other new technological refinements have become everyday phenomena in the lives of many people.

Many old borders have been superseded both virtually and literally. The global village was an expression much talked about in Denmark just a few years ago.

This phrase bears witness to the simultaneous existence of globalisation and localisation. The concept of the global village also illustrates the inherent need for seeking roots, for feeling safe, for social companionship and togetherness; traits that would be accorded a premium position for many when defining a balanced life.

In the current discussion globalisation is of special interest because globalisation also deals with the plethora of information inundating us - often electronically; crossing all borders via the Internet and satellites.

The task of the library for the blind in the digital reality

1. Information equality between handicapped and non-handicapped

   When defining major features of the digital community, we can also identify the role of the library for the blind. The fundamental goal of the library for the blind is not much different today than in former times - but then again quite different. The digital technology brings a whole new set of

possibilities and therewith greater expectations of the results Technology is on our side. As a result of many advances in technology; digitalised texts, internet connections, PC's hooked up to a network, cheap scanners, dedicated screen readers, synthesized speech and braille; for the first time in the history of mankind it is now feasible for us to establish true equality between visually handicapped and sighted people. It is this groundbreaking vision that changes the world, and must be ultimate basis for our future aspirations.

2. Lobbyist, inspirer and watchdog

So far the libraries for the blind have primarily been an information source for the visually impaired. The libraries for the blind have carried out the production of audio books and braille publications, a production which has been enhanced during the past couple of years with the introduction of electronic texts.

Even though the libraries for the blind have thus accomplished a major task, it has never been possible to acquire sufficient finances to support the production of audio and braille publication on a scale that would equal the amount of publications in society at large. On the contrary, despite acceptable allocations of funds for a small language area as Denmark, it has not been possible to produce audio publications of more than about 5% of the market's books, and only between 1 - 2% in braille of the total number of books published. Even though a far larger number of books is published in the l major languages in the form of audio and braille, it is still not possible for these countries to even come close to emulating the amount of publications on the market.

The libraries for the blind continue to have a future as publishers and producers of alternative formats. However, in-house production alone is far from sufficient. The technologies carry the promise of a new potential.

Only by encouraging other information providers to think about multiple forms of accessibility will it be possible for the libraries for the blind to increase the amount of useable information sources on a much larger scale than possible with only in-house production.
Hence, a major crusade for the libraries for the blind would be to motivate information providers to take responsibility for enhancing accessibility.

Therefore the libraries for the blind should take upon themselves the role of inspirer, lobbyist and watchdog. In Denmark we assume that role primarily towards other public libraries but also towards commercial information vendors, who develop and sell library systems.

3. Information directly at the source

The libraries for the blind can take part in creating a direct contact between information vendors and the visually impaired by means of lobbying and the increasing knowledge of the problems of access by visually impaired readers. Together with other groups, DBB strives to encourage commercial information vendors to take handicap accessibility into consideration when planning their electronic products or services.
Alas, the desire to make profits far outstrips consideration that should be paid to access for all.

The solution is information, information and yet again information. Those

not normally involved with producing publications for the visually impaired often consider the demand for accessibility as a cumbersome and costly affair. We cannot accomplish this mission on our own; but we can contribute by participating in concrete co-operative projects with commercial information vendors. And by doing so, show that handicap accessibility is a stumbling block in the path of functionality neither does it offend the aesthetic value so much coveted by the sighted.

4. Standards and universal design

   A prerequisite for our crusade of keeping abreast of developments in society is that we base our solutions on common, well-known standards in combination with standard and mainstream products. Hence DBB firmly supports the Daisy consortium's concern for standards. This applies to the standard for the digital audio book and for the e-book, moreover for the lobbying for achieving accessibility standards in web-designs.

   The same applies to playback devices. DBB strives, as far as possible, to rely on products that currently exist on the market. To what extent that will be possible is a question we hope to find the answer to within the next couple of years.

Competency development

All the things I have so far mentioned show that there are many tasks that need to be handled by the libraries for the blind. What is more, if the visually impaired are to reach the same level of communication as other members of society, it is of paramount importance that these goals be achieved in the foreseeable future. That alone constitutes a big challenge - at least for DBB.

At DBB we have enjoyed a very traditional and steady existence, where changes and developments happened upon us in a calm and controlled manner. But times have changed. The organisation's 100 employees have been there for many years. When they started their carriers at DBB, demands were simpler and fewer.

If we continue in the same tempo, our users will lag far behind in the general development of society. Therefore, we give high priority to encouraging the ability and desire for change. It is not an easy process, but small successes foster hope in the organisation and convince the individual participant that he/she has a place and a role to play in creating the ongoing success of DBB.

The tasks are more complex than ever before. Highly advanced knowledge and development takes the place of, or supplements the old production model. In step with the development of society in general and the users own development in particular, more demands are placed on the communicating of materials and information. This means, at DBB, that the communications unit acquire whole new assignments, e.g. to act as co-navigators for the users on the Internet.

The situation requires completely different forms of work and co-operation than we have known and used so far. Therefore we see the need for the continued development of qualifications on a professional as well as on a personal level.

The growing need for knowledge intensive competencies is not only a prerequisite for the libraries for the blind. It is a condition that influences many societies and institutions in general. Hence we are open to inspiration from other parts of the society in helping us proceed with the development processes we have initiated. At DBB we have developed a competency development

programme "unchain your values" which we will go ahead with over the next couple of years provided that we obtain the finances we need. The process consists of four modules that deal with the following aspects:

- Development of communication skills
- Technological shift from analogue to digital production
- Strengthening the personal competencies that make it possible to work in a flat structure organisation that empowers the individual as much as possible.
- Strengthening of management.

Reorganising the DBB

As part of the process of change initiated at DBB, we have redesigned our organisation. The changes were brought about in order to support the general objectives of DBB. In practice this has meant that 8 departments have been merged into four areas. For instance the sound and brail production departments have been merged into one production unit. We strive to align as many work processes as possible from the two productions in order to free resources that can be channelled to increased development and larger production.
Another focus for DBB is to break out of the isolation that has influenced the organisation's relations with the outside world. DBB has had its determining focus on the world of the blind, nationally and internationally. Thereby knowledge of and cooperation with other parts of the Danish society have been rather limited. Today we are establishing networks. As many as possible. Horizontally as well as vertically?. Nationally as well as internationally.

We try to establish co-operation with target groups, as well as research libraries, with a view to teaching them about accessibility and in order for us to learn from their situations. This will make it possible for us to support and inspire them with our unique profile and goal.

Better results

So what is it all worth? Apart from the visionary considerations of complete technological equality, we, at DBB, have committed ourselves during the next four years to improving our results as follows:

- All new audio production must be digital
- 20 % increase in audio production
- 40% more copies of publications.
- Converting 32.000 master tapes from analogue to digital
- Experiments with speech synthesizers
- Achieving accessibility of two new products in cooperation with commercial information vendors
- Special emphasis on:
  - Braille users
  - Business and PC users
  - Persons who have become deaf and blind
  - Children
  - Refugees and immigrants
- New interactive library system
- Advisory centres for the public and research libraries regarding accessibility issues
- New salary structures
- PC workstations for all employees

Conclusion

In this day and age, there are many interesting challenges in working with the library for the blind.
The opportunities present large demands on management as well as staff. We clearly need the ability and will to change at all levels of our organisations. We need access to new knowledge, to integrate and profit from new learning. We need to act fast or we will lose the chance of seizing the right psychological moment. Perhaps the most difficult demand is that of the speed at which an organisation should function. Alas, there is no other way.
The time is at hand to transform strategies and implement new tasks while we are still able to influence the situation.

Some management specialists speak of rediscovering an organisation's values in a new context and marketing this revived set of values. At DBB, we follow that line, and are able to get across our ideas, advice and messages to the world that surrounds us. In this way we can get our message across to the rest of the world.

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Cooperative collection development of electronic information resources in Turkish university libraries

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Abstract

The amount of information sources available through both printed and electronic media are ever increasing. Even libraries with considerable collection development budgets are having difficulties in coping with this increase. Yet with the development of new technologies, the possibilities of innovative interlibrary cooperation projects emerge: libraries combining their efforts through various consortia are trying to get access to electronic information sources more economically. In this paper, we briefly review the state-of-the-art of Turkish university libraries and summarize the efforts aiming to set up a university library consortium to provide consortial access to electronic information sources and services. We discuss some of the issues and problems which are presumably delaying the establishment of such a consortium.

Paper

Introduction

Cooperation occurs when two or more libraries work together to provide more developed services to their respective users (Boisse, 1995: 89). The emphasis in

this definition should be on providing more developed services. Yet cooperation is often perceived as libraries with considerably richer resources helping the less fortunate ones. Cooperation "for the sake of cooperation" rarely works, however. For, cooperation aims to carry out projects that an individual library cannot do so by itself such as providing consortial access to electronic information resources. The main thrust of cooperation is that libraries should enjoy the benefits of cooperation by providing better, faster and cheaper services. Put differently, if an individual library could provide the same service or product to its users faster, cheaper and with less effort than the cooperative schemes require, then there will be no incentive left for libraries to cooperate.

The proliferation of electronic information services and products, and increasing availability of information processing, storage and communication technologies in libraries facilitated the sharing of resources and engendered new cooperative schemes. Moreover, librarians increasingly feel that they must cooperate to reap the benefits of "economics of scale"[1].

In traditional resource sharing schemes, libraries possessing the physical materials tend to benefit more from the cooperative collection development efforts. However, the availability of networked information resources encouraged libraries to streamline their cooperative collection development efforts. Possessing electronic information resources does not prohibit other libraries' access to information. This has facilitated the cooperative collection development efforts and further encouraged libraries to set up library consortia to provide more and varied electronic resources through the networks and to increase their bargaining powers against publishers of electronic information resources (Tonta, 1997).

Turkish university libraries are also trying to set up a consortium to share electronic information resources. Along with the establishment of the National Academic Network and Information Center (ULAKBIM) in 1996, academic library community concentrated their efforts to provide electronic information services to academia. This paper reviews the current consortial collection development efforts of Turkish university libraries and discusses some of the underlying issues which need to be resolved.

Why Should We Cooperate?

"Information" is a national resource and the lifeblood of national development. It is crucial for organizations, corporations and nations to gain competitive advantage as it is important to get access to current, up-to-the-minute information to survive in the global market. Therefore, production, acquisition, organization, retrieval and use of information should be seen as a national issue.

As information becomes an indispensable resource and commodity in the "Information Era", providing information services is of paramount importance to all types of organizations. The cost of providing effective information services is on the rise in parallel with the increasing role that information plays in day-to-day activities of organizations. Yet, librarians are faced with the challenge of providing better services with shrinking budgets. Fortunately, the developments in information technology (IT) create new opportunities for librarians. For instance, librarians can now provide access to networked information sources that their libraries do not even own. They need to weigh the virtues of new approaches such as "access versus ownership". They try to cater

for ever-increasing information needs of their clientele through various networks such as the Internet. Interlibrary cooperation and coordination of resource sharing is also facilitated in the network environment as it is easier for libraries to form various consortia and share electronic information resources.

As indicated earlier, traditional resource sharing arrangements sometimes encouraged competition rather than cooperation in view of the benefits that relatively large libraries accrued by owning research materials. This is no longer the case, however. Small libraries can get access to information sources over the network with the same speed as the large ones can, regardless of where the physical sources are held. Furthermore, introduction of new pricing models by publishers such as licensing (rather than subscription) and access fees for electronic information sources and relatively favorable offers for consortial agreements has made the economics of cooperation more visible.

This does not necessarily mean that librarians have all the wherewithal to tackle such issues as access management and long-term preservation and archiving of electronic information in consortial collection development schemes. Nevertheless, in terms of satisfying information needs of their users, they are in a much better position in the new environment than they were before.

Overview of Turkish University Libraries

Although the history of the development of Turkish universities dates back to the 15th century, the development of modern university libraries occurred only in 1950s when the Middle East Technical University (METU) was founded in 1956 in Ankara. METU Library was the first one that was based on American campus system, thereby providing central library services for all students and faculty alike.

Currently, there are some 70 public and private universities in Turkey. The existing academic library services are not satisfactory, however. University library collections and budgets are rather limited. For instance, the total number of items held in all university libraries is around five million, which is much less than what an average American university library owns. Almost one third of university libraries own fewer than 500 periodical titles.

The limited university library collections and services are a product of chronic budget shortages. The proportion of library budgets to the university budgets range between 0.2% and 3.8%, average being 0.7%. The total amount of money allocated to all university libraries in 1999 was just a little over 10 million US dollars.[2] The average university library budget was about $200.000 in the same year. There has been a great divide between libraries of developed and developing universities in terms of average expenditure per student. Developed university libraries spend as much as 37 times more money per student than that of newly established ones. The number of university libraries with budgets exceeding one million US dollars was only four (METU, Bilkent, Bosphorus and Istanbul Technical University libraries). It should be noted that figures cited here include expenses for buying library materials as well as for all the other items (excluding personnel). Needless to say, such scarce budgets are not even enough to buy "core" library materials and maintain core perodical titles, let alone develop electronic information collections.

Interlibrary Cooperation in Turkish University Libraries

Despite such meager budgets and collections, university libraries in Turkey tend to keep separate subscriptions to relatively expensive periodical titles. For instance, in 1997 we studied the subscription overlap rate for 30 journal titles costing more than $5000 apiece among four libraries (ULAKBIM, Bilkent, METU and Hacettepe libraries) located within the periphery of about five kilometers (Torta, 1999). One library (ULAKBIM) paid some $250.000 for all 30 titles while other three paid the following amounts: $186.000 for 21 titles, $154.000 for 18 titles, and $63.000 for 7 titles. In other words, the duplication rates of libraries in pairs ranged between 23% and 70%! It should be noted that some of those expensive titles had logged very few uses during the year. Considering the fact that these libraries are geographically close to each other, it is difficult to understand what it is that prohibited them from cooperating, at least in the acquisition of the most expensive titles in their collections. The situation is no different for bibliographic databases on CD-ROMs.

We see the lack of coordination in the acquisition of networked information resources too. A few years ago, university libraries started to subscribe, individually rather than through a library consortium, to networked databases and electronic journals that are available through the Internet. They seem to have neglected the fact that electronic information resources are most amenable to central acquisition and storage. Several libraries located in different geographic regions throughout the country can easily get access to such resources through the Internet.

Providing distributed access to Web-based databases and electronic journals became more economical than keeping their printed and/or CD-ROM copies. For instance, the library director of the Koç University in Istanbul reports that only 12% of the bound periodical volumes in the Library circulated in 1999. The average cost per search made by the Koç users on Academic Search Elite (of Ebsco) database was as low as 15 cents. "In contrast to this, the average cost per search on all cd-roms was $15 and was as high as $25 on ISI's Science Citation Index" (Lindley, 2000: 5-6). Considering the additional costs for storage and handling of print journals, this is but one strong case against the idea of ownership.

Networking Infrastructure of Turkish Universities

Sharing networked information sources through distributed access appears to be more economical. Yet, doing so requires a sound networking infrastructure. Most Turkish university libraries lacked internal and external networking capabilities up until a few years ago. However, the proliferation of Web-based sources eased the networking requirements somewhat as libraries no longer have to set up their internal CD-ROM local area networks, for example. Still, sharing networked information sources on a national scale necessitates more than just access to the Internet.

The National Academic Network and Information Center (ULAKBIM) was founded in June 1, 1996 in Ankara by the Turkish Scientific and Technical Research Center (TÜBITAK). It took over the responsibilities of the Turkish Network of Universities and Research Institutions (TÜVAKA)and the Higher Education Council Documentation Center. ULAKBIM first set up a 34Mbps national academic network (ULAKNET) which is based on ATM (asynchronous transmission mode) and frame relay technologies. It became operational in the first half of 1997. Currently, almost all universities are connected to the

ULAKNET backbone (between Ankara, Istanbul and Izmir) with speeds ranging from 64Kbps to 4Mbps. ULAKNET has access to international networks in the USA (NSFNET) and Europe (TERENA: Trans-European Academic and Research Networking Association), although the capacity of international ports (over 10Mbps) are somewhat limited.

In addition to setting up the national academic network, ULAKBIM is also responsible for developing a "vision" of electronic library to satisfy the information needs of academia and for setting up the organizational structure to implement and maintain this vision. ULAKNET was a first step in the right direction as the network soon became the testbed for sharing electronic information sources among university libraries.

Initiatives to set up an Academic Library Consortium

The term "library consortium" can be defined as an association that is composed of several member libraries. It has its own structure of governance and can act as a corporate body on behalf of all its members. Cooperative collection development, sharing physical resources through document delivery services and provision of access to electronic information sources are among the main purposes of setting up a library consortium. Hundreds of local, regional and national library consortia are operational throughout the world. These consortia came together in 1997 and set up an umbrella organization called the International Coalition of Library Consortia (ICOLC). ICOLC provides consultancy services to Coalition members and recently published a statement on selection and acquisition of electronic information sources ("International Coalition", 1998).

The idea of setting up an academic library consortium in Turkey was suggested by ULAKBIM during the first meeting of one of its Advisory Boards (28 February 1997). ULAKBIM initiated the first Web-based union catalog of periodicals by combining catalogs of ULAKBIM, METU, Bilkent and Hacettepe University libraries in Ankara and made it available through its web site in 1997. Also, ULAKBIM secured a trial period with Academic Press (AP) for its IDEAL (International Digital Electronic Access Library) database containing the full-texts of the articles appeared in 174 journals published by AP. The above mentioned libraries had a chance to get access to the IDEAL database during 1997 and tested it.

In order to discuss the feasibility of establishment of an academic library consortium more thoroughly, ULAKBIM organized a full-day meeting in Ankara (November 14, 1997) and invited all the deputy rectors (responsible for libraries) and library directors of Turkish universities. Some 115 delegates participated in this meeting. It was agreed that electronic information resources and services be provided to all Turkish university students and faculty through the national academic network (ULAKNET), that a task force be set up by ULAKBIM to review library consortia providing similar services in other countries and to review the technical, financial and organizational feasibility of establishing an academic library consortium in Turkey. An electronic discussion list called "isbirligi" (cooperation) was set up on the ULAKBIM server for this purpose.

The infrastructure to provide electronic information services to all universities through the national academic network was completed by ULAKBIM during the first half of 1998. ULAKBIM bought needed hardware and software to store electronic information sources (servers and date warehouses) and set up proxy

servers to provide networked services. A draft bye-law stating the mission, objectives, governance and work principles of the consortium was discussed in one of the Advisory Board meetings (28 February 1998). No agreement was reached, however, as potential members maintained differing views on the governance and financing of the consortium. The main issues to tackle appeared to be securing the initial investment (circa $10 million) to set up the consortium and the difficulties that university libraries were likely to experience in transferring monies to the consortium budget.

Although the financial backing of the Higher Education Council (HEC) was sought and discussions with universities were continued during the year (1998), ULAKBIM was not able to secure the initial investment to license the electronic resources and convince other universities to form a consortium.

ULAKBIM's efforts to set up a consortium were stalled during the year, however, as TÜBITAK, ULAKBIM's parent organization, seemed to have questioned its commitment to the project. SilverPlatter's ERL (Electronic Reference Library) database and ISI's Web of Science were planned to be opened to network access on a trial basis in 1998. Yet the actual trial of those sources took place in late 1999 after ULAKBIM introduced its VEDES (Hosting Databases and Electronic Journals) project. By the time the trial took place, it was clear that ULAKBIM was no longer eager to coordinate the consortial efforts, although it promised to become a member of, and provide technical support to, the consortium if and when it is set up. This is in contrast to its mission in which it was stated that ULAKBIM will not only set up and maintain the national academic network but also provide universities networked access to electronic information sources through consortial arrangements. In addition, ULAKBIM considered the "constitution of the rules of cooperation" as its main task, too ("Türk Yükseköğretim Sistemi", 1997: 86).

On the other hand, on November 6, 1998, the director of the METU Library sent a letter to major university libraries in which he summarized his views on library consortium and invited them to meet. Throughout 1999, representatives of METU, Bilkent, Hacettepe, Gazi University libraries and ULAKBIM, together with representatives of such companies as Swets, Lange & Springer, and Ebsco met several times to discuss the possibility of forming a consortium (ANKOS) consisting of university libraries in Ankara (later in "Anatolia"). They agreed to set up ANKOS, Anatolian University Libraries Consortium, in their meeting that took place on April 26, 1999. As of March 2000, some 13 university libraries and ULAKBIM appear to be ANKOS members (Özbag, 2000), although they have yet to prepare a formal charter and bye-law in order for the consortium to be founded officially. In other words, ANKOS is not recognized by law, and cannot enter into binding legal and contractual agreements on behalf of its users.

Consortial Collection Development Projects of Turkish University Libraries

Nonetheless, ANKOS members continued to meet periodically to discuss the possibilities of securing consortial deals with the publishers and vendors of electronic content. For example, they received bids from, among others, Academic Press (AP), Ebsco and American Mathematical Society (AMS) during 1999. Furthermore, they signed individual agreements with those vendors for IDEAL, Ebscohost and Mathscinet databases, respectively, in November 1999. Vendors appeared to recognize member libraries' efforts and somewhat reduced

the prices for individual license agreements. Different university libraries opted for different databases. For example, a group of five libraries (ULAKBIM, METU, Bilkent, Gazi, and Hacettepe) signed a license agreement with AP to get Web access to IDEAL containing full-texts of some 174 journals. Another group of five university libraries (METU, Bilkent, Dokuz Eylül, Koç and Sabanci) signed a deal with Ebsco for its Academic Search Elite and Business Source Premier databases containing abstracting and indexing (A&I) information for more than 2000 journals as well as full-texts of more than 1000 journals. Seven university libraries (METU, Bilkent, Bosphorus, Çukurova, Hacettepe, Istanbul Technical, and Sabanci) joined Mathscinet to get Web access to full-texts of more than 1.4 million articles. Publishers and vendors allowed IP-based unlimited access to their databases in all three agreements (Özbag, 2000).

Meanwhile, member libraries also finalized a deal with ISI for its Web of Science (WoS) database for the year 2000 and each university library signed an agreement with the company. Some libraries secured access to the last two years worth of WoS while others preferred a more retrospective (1995-2000) coverage of WoS.

Currently, ANKOS members are continuing discussions with respective publishers for Kluwer Online, Springer-Link, Elsevier Science-Direct, and Zentralblatt für Mathematik databases (Özbag, 2000).

Issues and Problems

As our brief summary shows, Turkish university libraries are trying to expand their electronic information sources and services through consortial agreements with publishers and vendors, even though no formal consortium is in place yet. What follows is a brief list of issues and problems, in no particular order, that Turkish university libraries should tackle in order to streamline their cooperative and consortial efforts:

- Culture of working together to carry out cooperative projects;
- Commitment to cooperation;
- Mutual understanding;
- Consensus building;
- Patience;
- Skills of planning, organization and administration;
- Knowledge;
- Human resources;
- Monetary resources; and,
- Common intelligence.

We are well aware that each issue listed above merits a separate discussion in itself and can be a subject of another paper. Suffice to say that it is of vital importance for Turkish university libraries to overcome all the difficulties and join forces together to provide better electronic information services to their users. Acting alone will benefit nobody as most university libraries lack needed resources (monetary and otherwise). In order for effective use of national resources, institutions (such as State Planning Organization, Higher Education Council and TÜBITAK) and individuals (such as university administrators, librarians, researchers and users) should carry out their duties to the full extent of their capacities. Only then can electronic information services of Turkish university libraries flourish.

Notes

1. Economics of scale is defined as decreasing average costs while increasing the number, volume and size of products/operations.

2. In contrast, annual operational expenses of Harvard University libraries only is around 60 million US dollars (Odlyzko, 1997).

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Judaic Law in an Internet World

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Abstract

As the Internet becomes more central in the daily life of the individual, the question arises how have various sociological groups adapted to this change. Specifically, this paper will deal with how those adhering to "ancient Jewish law" relate to the Internet and its related issues. What will be covered is a summary of the development of Judaic law, how it views something considered "neutral", and how various groups of observant Jews use or prohibit the use of the Internet..

Paper

The development of technology is moving at a pace unfathomable even twenty years ago. The world is becoming *"smaller"* as telecommunications become faster, cheaper, and more sophisticated. Such rapid change in how the world looks and how one looks at the world brings with it the need to adapt in terms of the individual, the family, society, hobbies and interests, and even values and beliefs.

Before proceeding, I must offer here two disclaimers. First, when tracing the development of Jewish Law, I am only presenting an introductory outline of the full picture. Entire books are written on the subject, and my brief presentation

here does not do it justice. For further reading, please see the references. Secondly, today, there are many active streams within the Jewish world. For the purposes of this paper, I will only be citing the view that is considered *"Orthodox."* (Describing the discrepancies among the various tracts would take up volumes.) Hence, the term *"Judaic"* or *"Jewish"* will be used to describe that body of material regulating the life of the *"Orthodox"* (observant) Jew.

Where and when did this body of law start, and how did it evolve to its current state?

Historically, it starts at the base of Mount Sinai about 3300 years ago. As written in Exodus 19-20, at the time of the *"Divine Revelation,"* Moses ascended the mountain to receive the Law from God. This Law was encapsulated in the Ten Commandments, expounded in the *"Written Law"* (the Five Books of Moses) and simultaneously transmitted with the *"Oral Law."* This *"Oral Law"* is a substantial body of material passed on orally from generation to generation as the inseparable supplement to the Written Law. [1] Together, the Oral and Written Law are known as the *"Torah."*

As the generations continued after Sinai, the Sages (Jewish authorities during and following the Second Temple Period - 586 BCE - 500 CE) began to realize that the Oral Law was slowly being forgotten. As a result, the Oral Law was eventually compiled and written, comprising that body of material called the *"Talmud."* [2]

The sealing of the Talmud in the Sixth Century CE brought with it certain principles of Judaic Law. First, all of the law that is to be expounded has already been expounded. From this point forward, there are no *"new"* laws - everything has been covered, and it is up to future generations to clarify or derive contemporary law from those already in existence. Any future principle or derived law that either contradicts or rejects any that came previously is considered invalid. [3]

The next stage in the development of Judaic Law involved taking the massive and verbose volumes of the Talmud and codifying the law in clear terms. The idea was to enumerate the 613 commandments incumbent on a Jew in his/her daily life. Such codification already began in the early tenth century CE, though the most commonly used codifications today are the Shulchan Aruch (written in the sixteenth century CE) and its commentaries.

One more relevant body of literature is called the *"Responsa."* Essentially, the works of Responsa are written by individual scholars, usually community spiritual leaders, to whom practical questions are posed. Their detailed answers form the basis of the methodology for interpretation of Judaic Law in the modern world. The Responsa are always based on earlier notions and principles within Jewish Law. For example, when *"modern issues"* such as birth control, space travel, blood transfusions, etc. are posed to an authority, the practical response will never contradict or reject principles written in earlier works. At times, one may find seemingly conflicting Responsa among various authorities, but each may be legitimately derived from earlier sources. [4]

In summary, the development of Jewish Law has a clear direction connecting the ancient to the modern. The whole body of Judaic Law is appropriately termed *"halacha"* in Hebrew, derived from the word for *"going"* or *"following a path."* Though the general commandments are enumerated at 613, the halacha which surrounds it serves as an all-encompassing guide for how one should lead

a Jewish life. What may come as a surprise to some is that the body of halacha includes more than the *"typically Jewish"* observances such as Sabbath or dietary laws. A major portion deals with issues of how the individual should relate to those in his/her surroundings - civil law, prohibitions against slander, gossip, revenge, bribery, etc. In short, halacha forms the basis of the functioning of the individual as an individual, within the family, and within society as a whole. [5]

While halacha stipulates the *"what and how to do"* of Jewish life, another body or works prescribes the *"effective way to do."* This literature, called Mussar, (loosely translated as *"Jewish ethics"*) dates from the present back to the 16th century. Such works, [6] the content of which has become an inseparable part of the Orthodox Jewish outlook, guide the individual toward self-growth by enhancing positive character traits and positive actions that are not necessarily halachic. For example, it is recommended to the individual to be watchful, passionate (about the Law and its observance), humble, and non-indulging. These and other traits, while not laws per se, are advised to protect and further the individual in his/her effort to keep the Law in the best way possible.

In order to understand how Jewish Law and Ethics handle the constant progressional development in the modern world, one must first explore the concepts of neutrality and subjective qualification.

From the perspective of the human being, there are very few (if any) items in the world that are inherently *"good"* or *"bad."* Until one considers something in a negative light or uses it for a positive purpose, the item is essentially *"neutral."* It is the human modification or manipulation of the item that will give that item its subjective qualifying label.

Let us take a knife as an example: One can use it to slice vegetables for a salad (a *"positive"* use). In the hands of a psychotic serial killer, the knife becomes a dangerous murder weapon. Used in self-defense to fend off such a potential killer, that same knife seems to be a good thing once again. The bottom line is that how one views or uses any item will determine subjectively if it is "good" or "bad" or anywhere in between.

When applying these concepts to Judaism, one has to redefine *"good"* and *"bad."* Prior to that, it must be made clear that the world and its contents are indeed considered "neutral" at the start. *"Good"* would then denote the description of something that helps the person come closer to fulfilling his/her potential as a human being in general, and as a Jew in particular. Anything that hinders the individual would be considered *"bad."* Hence, the labels used from here forward shall be *"useful"* or *"hindering."* The tremendous body of Judaic Law becomes the framework for determining how to label each and every action, item, or even perception - as useful or hindering.

For example, writing on Saturday is not inherently a bad thing. Yet, for a Jew striving to observe the commandments properly, it is a hindrance. Similarly, lighting candles is a neutral act. Lighting candles and making a blessing over them at the beginning of the Sabbath is considered an action that will further the Jewish spirituality not only of the individual, but also of the household.

Throughout the ages, as ideas were developed, new items were invented or scientific phenomenon were discovered, the authorities of Jewish Law of the time would examine each new development, using the Law as their guide, to determine where and how it would fit into the existing framework. Again, it

must be emphasized that at the outset, each new discovery/invention/idea is considered *"neutral"* until its place is determined in Jewish Law. The discovery and subsequent use of electricity is an appropriate example: Examining electricity through Jewish Law finds that in general it is a very useful tool for many obvious reasons. The question remained whether or not using electricity on the Sabbath or holidays is useful (meaning allowed) or hindering (not allowed). Rigorous investigation in the law determined that electricity may be in use during the Sabbath (lights, heating, refrigerator) but may not be turned on or off because of earlier related Sabbath prohibitions.

One may now understand what has had to happen with the advent of the Internet. As with everything else, Jewish authorities have to take this neutral item and see how it fits with Jewish Law. Is Internet something that can help the individual fulfill his/her spiritual Jewish potential, or is it a hindrance to that same end?

With the exception of the technical side of using the Internet or running an Internet server on the Sabbath, regular use of the Internet falls under a category similar to other forms of media such as television, magazines, newspapers, radio, etc. In short, use of the tool itself is neither mandated nor prohibited in light of Jewish Law. Jewish Ethics, however, as an added protection for the individual's adherence to the Law, would stipulate the following additional scrutiny: The examination of two issues central to Jewish observance - perused content and time - for guiding the observant Jew in determining how, for what, and how much to use Internet. Below is a description of the two considerations followed by several current Jewish approaches to Internet use.

The possible nature of the content on the World Wide Web varies almost infinitely. When one sees the word *"Internet,"* many associations may come to mind: shopping, information, research tool, news, business, games, social chatting, humor, culture, pornography, recipes, emotional support (through email lists and groups), and much more. Most of this material or applications of Internet would be viewed by the majority of the world as *"neutral"*, even useful. Judaism would view most content of the Internet in the same light. It is not likely that an article on the feeding habits of whales has an immoral nature to it. Or that being in email contact with people in a similar situation to oneself is a bad thing. However, it is precisely the minority questionable content and its easy accessibility that causes ethical hesitations about usage of the Internet.

To begin, any material that people would not want their children to see or read is also considered off-limits for the Jewish adult. (Is an adult less susceptible to the negative impact of the media?) Furthermore, what the Western world considers acceptable may not be considered *"kosher"* in Jewish terms: pictures of women clad in bathing suits; men pictured in leather or chains, love stories, music with a violent nature - these are examples of material that Orthodox Judaism (and other groups also) would consider *"hindering."* Standards of modesty and a striving to protect the innocent (from exposure to promiscuity, violence or anti-Torah ethics) demand the regulation of Internet use.

From an Orthodox point of view, however, there is actually a very positive side to the Internet and its content. If there is a useful tool available that can help spread Torah Judaism to other Jews, then not only can one use it; one should use it. As a result, tens of thousands of Jewish websites covering a very wide range of topics and concerns have sprouted up on the Internet. To cite a few, one can find websites with Jewish articles and printed lectures on all levels - for one who is less versed in the texts to one who spent years in intensive Jewish study. [7] Additionally, Jewish texts and their translations, list-servers providing

Jewish courses via email, *"ask the Rabbi,"* the Jewish calendar, learning Hebrew, geography of Israel, statistics of the Jewish Diaspora, how to run a synagogue, matchmaking, Sabbath times around the world, are some topics available to any user, but directed at the worldwide Jewish community. [8] The facts that learning Torah is one of the Jewish commandments and that so much Torah is available today via the Internet are considered when determining the regulation of Internet use vis-à-vis the content.

The second area that must be examined with regard to the Internet is the element of time. There is a concept in Jewish Law and ethics about *"wasting time."* The premise is based on the fact that one's time and energy should constantly be used to fulfill one's Jewish purpose. Such an assertion allows for activities such as sleeping, eating, and healthy recreation. However, any *"free"* time on one's hands should be used wisely - in the study of Torah (which itself is a commandment), in doing acts of kindness, in engaging in exercise, etc.

Many Internet users are aware of the *"lost-time"* facet of cruising the Web or getting involved in a *"chat."* Hours, which can feel like minutes, pass without notice until after the fact. Additionally, home users are known to suffer a sort-of *"addiction"* to the Internet - every free moment (and even not supposedly free moments) finds the user sitting and cruising, chatting, playing a game, or downloading just one more piece of software. To be fair, though, one must also recognize the timesaving elements of the Internet: using email, net-shopping, and scholastic or academic information available on the Web, would save the user the time it takes to run the respective errands, whether to the post office, to the store, or to the library. Concerning the element of time regarding the Internet, Judaism would take both the time-wasting and time saving considerations into account.

Before describing the various approaches taken by Orthodox Jewish community to the Internet world, a basic premise must be first stated: because Jewish Law on principle does not reject technology (unless its specific use contradicts Jewish Law), the Orthodox Jewish community does utilize new technologies, including and especially computers. [9] Statistically, the use of computers among the Orthodox Jewish community at home, work, and school is very high. However, nowhere will you find an Orthodox authority who will sanction unbridled use of the Internet and its applications - whether for children or for adults. Across the range of attitudes toward Internet use, this principle applies among the strictest and among the most lenient. Basically, the question of approach relies on how one chooses to balance the following factors: potential exposure to offensive material; Torah-learning; time wasted, and time gained.

Below are three general Jewish approaches taken toward the Internet:[10]

Don't-Bring-Junk-Food-Into-the-House Method: The assumption is that if junk-food is found in the house, then it will be eaten - even if the intention is to not eat it. If it is not available at all, then no one can eat it. Similarly, if one surfs the Web, even with a useful and positive objective, one is likely to encounter something not so *"kosher."* By staying away completely, one will not come into any contact with such material; one won't enter a *"chat"* with obscene undertones; one won't develop an intimate relationship with someone who may pull him/her away from their Judaism. Again - the logic behind this approach is that when it is available, an individual with the best of intentions can still fall prey to *"temptation"* and be pulled in the *"wrong"* direction.

This approach is illustrated best with the recent pronouncement made by a

number of Ultra-Orthodox (called *"Hareidi"* in Hebrew) rabbis on January 5, 2000. This ban simply forbids the use of Internet at home. It allows use of Internet at the workplace or if needed for earning a living, and with that, only in a very limited manner. In explanation, the Hareidi authorities see no way of balancing the benefits of the Internet with the potential costs in terms of the exposure to *"moral pollution."* Furthermore, the possible *"addiction"* to Internet use is seen as a grave danger in quashing the motivation to learn Torah - especially among children. In conclusion, the time-wasting factor and the problematic content combine to make Internet forbidden among the communities that follow the authorities signed on the January 5th decree.

See-Only-What-We-Allow-You-To-See Method: This approach to the Internet may be best described by the words *"filtering"* or *"censoring."* There are several companies that have developed two types of content-specific web browsers specifically marketed toward the Orthodox Jewish user. One type involves merely filtering out the potentially problematic sites. The other type is a browser that has built-in links only to a limited number of *"approved"* sites (such as those containing only religious Jewish content). Any attempt to visit a web site not on the list is met with an error message. Censoring sites deals with the content problem of the Internet while the suppression of email and chat programs are meant to combat the time-wasting aspect of Internet use.

Several schools in Israel have implemented these browsers in their computer labs. It was seen as the only alternative to completely severing the connection to the Internet. If this software is indeed successful and does what it is meant to do, the Orthodox (including some hareidi) educational system may see this as a permanent solution to the problem of balancing the educational benefits of the Internet with its harmful downsides.

The Uncensored-Just-Be-Very-Careful Method: Though this approach is seen as the most lenient, it still demands regulation in terms of time and content. Many Internet users, including many Orthodox Jews have adopted this approach. Basically, it states that a user should surf the web only with a specified purpose and with an eye on the passage of time. Users must try their best to stay away from problematic sites. If they accidentally land on one, they must exit promptly. Moreover, one should take advantage of the Torah available on the Internet - especially if one's busy schedule doesn't allow for regular study in the traditional way. At the same time, users must educate their children to be aware of the questionable material on the web, and to stay away from it. Many will allow their children to use the web and even email only under supervision and only with a specific goal or purpose in mind.

In conclusion, it is clear that the development and dissemination of new technology demand careful examination through the eyes of Judaic Law. However, when the object under examination is not clearly prohibited or mandated, the discretion is left to the individual with clear halachic and ethical limitations. Specifically with electronic media, there are limitations to which the individual is expected to adhere, even if adopting the most lenient approach. On the other hand, as mentioned earlier, if some form of modern technology is found to be very beneficial (in light of the Law) to the user, then not only can one use it, but one should utilize it in the most effective way possible. It must be noted though, that this analysis does not end here. The Internet is now a vibrant and enduring entity. As it becomes even more integrated into normal modern life, those adhering to Jewish Law will continue to evaluate and reevaluate the balance between the benefits and detriments of its use.

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Footnotes

[1]For example, it is commanded in the Written Law to observe the Sabbath. Nowhere there does it say how to go about observing. However, the Oral Law describes that Sabbath observance requires that one refrain from doing any of 39 forms of *"labor."* These 39 types of labor are very specific and each branches out to many tasks that are forbidden. Without the Oral Law, all of that supplementary information would be missing.

[2]The Talmud consists of the Mishna, a work that compiled Judaic law by topic, and the Gemara, a work expounding using a mix of law and lore. Though there were other works compiled at the time - Midrashic Law, the Braita and the Tosefta - the Talmud is the main literature.

[3]One interesting example of a derived law in modern times is the discussion of space travel and the Sabbath. There is no new law simply because of the invention of a space ship. The laws regarding space travel and Sabbath will be based on Talmudic discussions of travel to places where the sun never sets or rises, or the concept of traveling for weeks at a time on a boat…

[4]It is quite common to have conflicts among various authorities of Jewish Law. The destruction of the Second Temple in Jerusalem (70 CE) and the subsequent exile brought with it the end of a centralized authority on Jewish Law. Accordingly, one can already see various differences of opinion throughout the Talmud, each derived logically and legitimately. The codified law does embody a unified set of laws, though as new issues emerge, differences of opinion may still exist. In such cases, the requirement is to adhere to one's *"regular"*

authority or the authority of one's local community.

[5]One may be surprised to find that the 31 commandments related to speaking maliciously about another person greatly outnumber the commandments on dietary laws. [6]For example, The Path of the Just, The Ways of the Righteous, and Strive for Truth, to name a few Mussar books. [7]The following is a small handful of Jewish websites:

http://aish.com/
http://www.kosherfinder.com/
http://www.alljudaica.com/
http://www.ohr.org.il/
http://www.virtualjerusalem.com/vjindex.htm
http://www.chabad.org
http://www.vjholidays.com/
http://www.maven.co.il/
http://www.synagogues.com/

[8]The advantage of using the Internet for the purpose of *"spreading Torah to Jews"* is invaluable. By breaking the traditional barriers of a physical, geographic community, Jews in the most remote places have found that Jewish material on the Internet has kept them connected to their heritage or has connected them to it for the first time.

[9] See Jonathan Rosenblum's *"Of Ostriches and Cavemen"* where he writes, Though hareidim (*"ultra-orthodox"*) don't reject modern technology… They seek to remain masters of technology, not its slaves.

[10]One may generalize and say that these are also approaches taken to the media in general, including television, periodicals, and radio.

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Logos, Biblos, & Bibliotheke: Christian Influences in Library Development

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Abstract

The influence of the Christian faith in the growth and development of libraries begins with the fundamental character of Yahweh, God of the Bible. By outlining the characteristics of Yahweh, we begin to understand the conceptual framework on which libraries have come to exist as intellectual, physical, spiritual, and social institutions. Given the limitations of space and format, I am confining my remarks to thematic possibilities, ideas that may merit further exploration.

Essential to Yahweh's character is that he acts in a powerful manner by speaking things into existence. He acts in a loving manner by creating individual human beings in his own image in order to have fellowship with them. Yahweh's actions of power and love are essential to his nature. "The steadfast love of the Lord never ceases, his mercies never come to an end; they are new every morning; great is your faithfulness."(1.)

Paper

The Character of Yahweh

The interlocking features of power and love undergird the essential characteristics that tell us½in abbreviated form¼who God is and how he has

interacted with human beings. He is (1) the God who creates and sustains life on the earth, having assigned to human beings the responsibility for caring for all of creation. (2) He is the one who made promises to Abraham, having chosen him and his descendants as conduits through which to bless all the families of the earth. (3) He rescued the Israelites from Egyptian bondage and brought them safely through the Red Sea, thus marking their passage from slavery into freedom. (4) He preserved the Israelites in the wilderness, providing instruction, discipline, nurture, and preparation for the promised land. (5) He established covenant relationships with people, creating new faith, and he put these covenants in writing. (6) He created laws in order to govern relationships among human beings and to teach them mutual love and respect. (7) He led his people into victorious battle, eliciting dependence on him and devotion to sacrificial living. (8) Yahweh also provided for his people a particularized inheritance in the form of land and rules for its use and, finally, (9) he chose King David to lead His people in the way of the righteous, and he promised to establish David's kingdom forever.2 The completion of that promise came at the birth of Jesus of Nazareth, direct descendent of David, and leader of a new kingdom.3

Yahweh's nature is significant to libraries as words are significant to libraries. Biblical words carry power and meaning far beyond that of typical uses in contemporary culture. Yahweh speaks and things without existence come to life. The word of God is a fire and a hammer, sharper than a two-edged sword, with the ability to transform lives; it is so powerful that it existed from the beginning of time and appeared in human form in the life of Jesus. A biblical perspective on life is one that never underestimates the power of language, the use of words to inform, instruct, soothe, or persuade. The writer of proverbs rhapsodized over the potential of words fitly spoken.4 Yet, the God of the Israelites goes many steps beyond a presentation of words by elaborating covenants and creating a system of laws. Thus his attributes are the very attributes essential to the ideals of library practice. They evidence a high value on words, on law and other types of literature that are arranged in meaningful ways, and that challenge the intellect and enliven the soul.

Biblical Antecedents to Library Practice

Library-specific antecedents become discernible in Yahweh's appointment of Adam to name and thereby to classify the animals of the earth. Discovery of the book of the law which had been lost and ignored for years, resulted in wide-spread social and religious reform in the reign of King Josiah. The Apostle Paul, from the dim light of a prison cell, called for the books and the parchments, and the Bible itself (biblos in koine Greek) became a collection of books, a library of carefully selected materials, chosen and arranged on the basis of authority and theology. To study and to make books wearies the mind, yet the injunction to read for knowledge and wisdom, for spiritual and intellectual growth, is a continuing refrain.5

Jesus and the Model of Servanthood

Beyond the universe and humankind, Yahweh's most powerful expression took the form of Jesus, his son, whose redemptive life became a model of devotion to others. Two New Testament passages merit special attention. The first was written by Paul the Apostle on the essential nature of Jesus and is, similarly, critical to library purpose and practice. Leave no room for selfish ambition and vanity, but humbly reckon others better than yourselves. Look to each other's interests and not merely to your own. Take to heart among yourselves what you

find in Christ Jesus. He was in the form of God; yet laid no claim to equality with God, but made himself nothing, assuming the form of a slave. Bearing the human likeness, sharing the human lot, he humbled himself, and was obedient, even to the point of death, death on a cross!6

This statement defines the ideal¼that the life of a Christian is the life of servanthood, that one person belongs to another, and that, in the belonging, lives a life that serves others. Individuals belong to Jesus and commit themselves to serving him. But human nature is such that believers fail in attempts to meet the ideal. The wide appeal of Christianity stems from the idea that Jesus, the Son of God, supplies grace; his life and his acts compensate for the failings of men and women.

That one lays aside personal selfish ambition with the goal of regarding others as better than oneself becomes a classic principle for effective collection development. To honor and respect another necessitates givin¿ place to opposing ideas. The ideal is to promote not only one's own view but also to hear that of someone else. It involves building collections of diverse points of view. A life of faith ought to mean faith that the Christian perspective has no fear of challenge or comparison in the marketplace of ideas and, in fact, welcomes the engagement.7

The injunction to look to each other's interests is the injunction to serve. To model Jesus is to model a life of service. The library never exists for itself; it exists to serve the interests of many. The concept of servanthood becomes a core issue in any discussion of the social purpose of the library. To borrow a famous philosopher's phrase, the unexamined library is not worth building. If the reader is not drawn to the collection of multiple volumes and diverse points of view, the librarian would have no purpose in assembling the collection.

A second passage records this statement. "As Jesus grew he advanced in wisdom and favor with God and men."8 Here we see the process of growth. Jesus grew in the areas essential to becoming a mature, productive, responsible adult. He grew in wisdom, which is not only the acquisition of knowledge but also the interpretation and application of its meaning. He grew in favor with God (his spiritual relationship to the father) and in favor with men (interaction with other human beings). To facilitate growth in these areas is surely a library purpose. (While I have supplied only the barest of introductions to Christian theology, I am suggesting possible implications for library development). Libraries exist as do other educational entities, to facilitate seeking, inquiring, reading, learning, growing, and maturing, and to bring humankind closer to the experience of both humanity and divinity.

Christian Influences in the Roman & Byzantine Empires

Christianity grew slowly but inexorably in the years of Roman dominion. Christians demonstrated a reverence for the Bible, for biblical and doctrinal materials, and for books generally. Christian communities involving schools and libraries typically included a complement of individuals who copied earlier texts in order to generate copies for contemporary or future uses. Some scribes were virtually illiterate, with marginal understandings of the literary import of their contributions. Others became scholars in their own right. Whatever the level of learning, principal among scribal motivations was service to God. Thus began a process of cultural reproduction that has extended through centuries. As we trace connections in the lines of scholarship, we can observe the influence of one scholar on another, the growth and maturation of ideas, the creation of communities of shared information, and the role of the library in facilitating the

connections, the growth, and the sharing.

One important example is Alexandria where a center of Christian scholarship emerged, and Clement of Alexandria (150-215) used local collections in order to cite 348 authors for his theological treatises. Clement's most prominent pupil, Origen (185-254), established a school and library at Caesarea near Jerusalem. Pamphilus (240-310) a student of Origen's, maintained the library and taught at Caesarea for many years. While Emperor Diocletian attempted to destroy Christianity (and Christian libraries), the collection at Caesarea escaped his efforts. Eusebuis (260-340) used this collection for his Ecclesiastical History, the principal source for Christianity from the Apostolic era to his own. Jerome (344-420) turned to the collections in Caesarea (as well as in Jerusalem) to prepare his commentaries and to translate the Bible into Latin, providing the primary source for Roman Catholic Bibles for hundreds of years. Euthalius (fl. 4th century), editor of Greek manuscripts, also used the library at Caesarea, and the library likely survived until the Persians captured Palestine in 614. Thus did early Christians create mechanisms for working together and faithfully transmitting their essential texts and explanatory materials from one generation to the next. Along the way, they expanded scribal activity and became early adopters of new technology (preferring the parchment codex over the papyrus roll).9 By the first half of the fourth century, Constantine the Great favored Christianity for Imperial Rome, and Christian institutions achieved new levels of stability having expanded from Northern Africa and the Middle East throughout most of Europe. Constantine established an imperial library in Constantinople and his agents scoured the Empire for Christian books and for Greek and Latin secular works. The imperial library symbolized the importance of Constantinople as a center of learning that included not only libraries but also schools, cathedrals, monasteries, and hospitals. The significance of this city, beyond its own cultural expressions, owes to its having preserved much Classical literature throughout the Middle Ages. The city and its libraries survived the chaos of war, fire, neglect, and fluctuating economies and influenced intellectual life until they were over-run by the Ottoman Turks in 1453.10

Monastic Libraries

As Roman influence began to decline, the monasteries, particularly those in remote regions, offered productive and relatively stable opportunities for Christian service. In a cultural climate inimical to library progress, monasteries became essential to textual and cultural preservation and transmission.

Two important developments laid the groundwork for monastic libraries that helped to make them durable and flexible enough to last for hundreds of years. Cassiodorus (490-580) founded Vivarium near Naples; his monks cultivated learning not as an end in itself but rather as a means toward better knowledge of the scriptures. Cassiodorus promoted intellectual labor as well as manual labor as appropriate service both to God and to the monastic way of life. His respect for learning and reverence for libraries was most apparent in his Institutiones, an extensive guide to monastic living that included instructions for how to handle, correct, copy, and repair manuscripts, as well as the intellectual prerequisites for participation in such activity. Cassiodorus "fused monastic notions about reading and contemplation with the idea of a community of scholars and, if not scholars themselves, that monks could support scholarship by copying books and building libraries."11

A second major development from this period involved Benedict of Nursia (480-550) who established monasteries at Monte Cassino and Subiaco in

central Italy. Monte Cassino was the home base from which numerous monasteries were founded in Western Europe and from which the Benedictines emerged as a major monastic order. Through the Rules of St. Benedict, an approach less scholarly but more pragmatic than that of Cassiodorus, Benedict emphasized daily Bible reading, scribal work, and thus library development emulating Eastern monasticism and spreading his ideas into rural enclaves in Western Europe. The contributions of Benedict, sometimes known as the father of Western monasticism, in combination with those of Cassiodorus, secured the place of libraries and scriptoria in medieval monasteries.12

One of the most remarkable achievements of any Byzantine monastery¾as proven by subsequent historical events¾took place at St. Catherine's on Mount Sinai. The monks there had preserved one of the earliest extant manuscripts of the Bible, Codex Sinaiticus, which unlike the versions used by Jerome, included the full text of the New Testament. This manuscript, discovered by Constantin Tischendorf in 1844 and 1859, stimulated revision of the King James Version (1611) of the Bible, and thus became the foundation for Protestant translations in the 19th and 20th centuries.13

Historians have in the past and will continue in the future to debate the relative role of Christianity in the preservation of Classical literature. Detractors rightly observe that religious works were the primary focus of monastic orders; yet Cassiodorus preserved the works of Greek scholars Sophocles, Sozomen, and Theodoret. While seventy-five percent of Greek classics passed through Byzantine copies, some theological works were inscribed on palimpsests from which Latin classics had been erased. Early Christians relied on oral communication and it was only later that the church became a cultural custodian and then by default. Classical culture had been eroded by the decline of multiple institutions and, when suffering at the hand of Christians, tended to do so largely from benign neglect rather than deliberate destruction.14

Universities and the Expansion of Knowledge

Further comments focus on college and university libraries¾due to the constraints of space and format as well as my own areas of specialty¾thus omitting consideration of other types such as private, school, public, governmental, and rare book libraries and their multiple varieties. While the early university libraries were in some sense traceable to monastery libraries, likelier antecedents were housed in cathedrals. Cathedrals had found practical ways to engage their immediate surroundings; those in urban centers became part of local cultural and economic networks. In the 12th century, for example, the Cathedral of Notre Dame conducted one of the leading public schools in Europe. Cathedrals often served as headquarters for church officials; they offered training for the priesthood as well as lower level secular schooling. Their book collections were larger, more diverse, more current, and better funded than monastic libraries. The monastic model had, at its root, more of a desire to renounce the world than to preserve its culture. The cathedrals were positioned to attract students to urban life and offer connections to the world that were unavailable to inhabitants of rural monasteries.15

The intellectual core of universities featured traditions from European Christianity in combination with literature from Greek, Graeco-Roman, and Arabic cultures. The liberal arts incorporated the trivium and quadrivium (logic, grammar, rhetoric and arithmetic, music, geometry, and astronomy) with Aristotelian logic holding a dominant position. (Advanced study focused on philosophy while professional schools taught law, medicine, and theology). The Bible was regarded as the supreme authority in general as well as in theological

education. Theological training in 13th century England took the Bible as its foundation, adding the works of Peter Lombard, and the early church fathers including Jerome, Augustine and Gregory, as well as liturgical and sermonic materials. Curricular emphases and methods of teaching and learning bore remarkable similarity throughout Austria, Bohemia, England, France, Germany, Hungary, Italy, Poland, Scandinavia, Scotland, and Spain from the birth of universities in the late 12th century until well after the invention of printing in the 15th century.16

The beginnings of college libraries typically followed the birth of their parent institutions by several decades. One exception was New College founded in 1380 as the first Oxford College to begin with its own library which gives insight into the status of religious literature. The Bishop of Winchester gave 312 volumes for a circulating collection (which included theology-136 volumes, canon law-53, medicine-52, civil law-37, and philosophy-34). Thus the influence of Christian traditions was dominant, and the colleges, in attracting book donations, had made great strides over the monasteries that had relied primarily on copyists.17

My focus on college and university libraries owes to their high profile in Western Europe and North America. While not the most numerous type, the college and university libraries¾especially in the past two hundred years¾have become significant for their relationship to original research and to higher education generally. In many nations, university libraries are the dominant form, both "because of their importance to the intellectual, economic and social development of the nation and because of the leadership which their libraries provide to other types of libraries."18

A strong humanistic impulse fueled the intense interest in reclaiming ancient Greek and Roman material and intellectual culture during the Renaissance (from roughly the 14th through the 17th centuries). Italian scholars were among the earliest to scour monasteries, and they enriched private libraries in Florence, Rome, Venice, and several smaller cities. Organized religion including the papacy itself provided essential patronage in the years when the Roman Catholic church was at its height as an economic and political power. As Renaissance ideas spread to central and northern Europe they had less immediate impact on library collection growth. In subsequent centuries many of the books gathered by Renaissance scholars found their way into national or university libraries.

In 16th century England the Reformation stimulated library growth through the Protestant schism from the Roman Catholic church. In this context, reclamation of an Anglo-Saxon past enriched, for example, book collections at Corpus Christi College at Cambridge. Protestant polemical interests fueled the founding of the Bodelian Library; Christians were also concerned with the more substantial sources yielded by the monasteries. In Germany, the Lutheran focus on education resulted in the establishment of new libraries but the more profound impact was to greatly enrich the universities at Heidelberg, Leipzig, Marburg, Wittenberg, and elsewhere.

The invention of printing by moveable types in the mid-fifteenth century resulted in a dramatic explosion of publishing output. Johann Gutenberg's 42-line Bible (c. 1455) resulted¾during the next 45 years¾in an estimated 30,000 editions totaling about twenty million volumes. The printing press vastly increased literacy throughout Europe especially when combined with the Protestant Reformation and post-Reformation emphasis on private reading and study of the Bible.19

Christianity and Higher Education in North America

Like their European counterparts, most of the better-established colleges and universities in the United States owe their existence to the Christian faith. The first nine colonial colleges grew out of Protestant denominational interests, seven of which focused initially on training for the ministry. Among colleges founded by 1860, Christians established 180 as follows: Presbyterians-49, Methodists-34, Baptists-25, Congregationalists-21, Catholics-14, Episcopals-11, Lutherans-6, Christian (Disciples)-5, and seven others combined-15. Yale, in particular, became a college that founded other colleges. The Yale progeny today, some established in collaboration with Presbyterians, include a number of superb liberal arts colleges in the Midwestern United States plus the University of California at Berkeley. Congregationalists alone supplied the beginnings for Harvard, Yale, and California; among academic research libraries, these schools rank first, second, and fourth in total numbers of volumes.20

Concluding Observations

Contemporary scholarship concurs with first-hand experience, that most of these institutions--supported by fine libraries--have become premier mechanisms for teaching and research. While they serve a technology-driven secular society, careful historical inquiry confirms their Christian origins. Though less successful at community building21 than at cultural reproduction, the great university libraries exemplify the developmental emphasis in Luke 2:52. Despite having no special allegiance to the core beliefs of Christianity, they owe their existence to the powerful combination of intellectual curiosity and Christian servanthood. They continue to facilitate the processes of growth in wisdom and in favor with God and men. Though I have cited only a handful of examples, I have sought to bring together basic Christian ideas and their role in facilitating, stimulating, supporting, and nurturing our great libraries.

Notes

1. Lamentations 3:22-23, Revised English Bible. Male gender language is used throughout in references to Yahweh in order to respect original terminology. The context indicates that Yahweh possesses characteristics of both genders. See Genesis 1:27.
2. Psalm 89:20-33. For a fuller explication of Yahweh's character, see John Bright, The Authority of the Old Testament (Grand Rapids: MI: Baker, 1981); Thomas H. Olbricht, He Loves Forever: The Message of the Old Testament (Austin, TX: Journey Books, 1980); Gerhard Von Rad, Old Testament Theology: The Theology of Israel's Historical Traditions (New York: Harper, 1962); and George Ernest Wright and Reginald H. Fuller, The Book of the Acts of God: Christian Scholarship Interprets the Bible (London: Duckworth, 1960).
3. Matthew 1:1 and 12:23; and Acts 2:33-36.
4. Jeremiah 23:29; Hebrews 4:12; Psalm 119:11; John 1:1 and 1:14; Proverbs 25:11.
5. Genesis 2:20; 2 Chronicles 34:1-33; Ecclesiastes 12:12; Deuteronomy 6:1-9 and 31:9-13; 1 Timothy 3:14; 2 Timothy 2:15 and 3:14.
6. Philippians 2:3-8, Revised English Bible.
7. Christians have long been linked to efforts to suppress the printing, distribution, and accessibility of various publications. Scholarship on this issue continues to grow. Among the classics are books by George H.

Putnam, The Censorship of the Church of Rome and Its Influence Upon the Production and Distribution of Literature: A Study of the History of the Prohibitory and Expurgatory Indexes, Together with Some Consideration of the Effects of Protestant Censorship and of Censorship by the State, 2 vols. (New York: G. P. Putnam, 1906-07), reprinted by B. Blom in 1967; Ralph E. McCoy, Freedom of the Press: An Annotated Bibliography (Carbondale, IL: Southern Illinois University Press, 1968) which has two supplements; and Anne Lyon Haight, Banned Books: Informal Notes on Some Books Banned for Various Reasons at Various Times, 3rd ed. (New York: R. R. Bowker, 1970). In 1998, Facts on File issued four monographs, one each devoted to the suppression of literature on the basis of religious, sexual, social, and political criteria. The 1984 Herbert Ross film, Footloose (Los Angeles, CA: Paramount, 1984), presents a book burning incident that typifies some Protestant and Catholic concerns. I recommend the approach taken by Donald G. Davis, Jr. in "Intellectual Freedom and Evangelical Faith," Christian Librarian 9 (November 1985-February 1986), 3-6.

8. Luke 2:52, Revised English Bible.
9. All dates are approximations. See relevant entries in F. L. Cross and E. A. Livingstone, eds., The Oxford Dictionary of the Christian Church (Oxford: Oxford University Press, 1997). See also Sidney L. Jackson, Libraries and Librarianship in the West: A Brief History (New York: McGraw-Hill, 1974), 29; and Elmer D. Johnson, History of Libraries in the Western World, 2nd ed. (Metuchen, NJ: Scarecrow, 1970), 77-79. The leading theorist on cultural reproduction is French scholar Pierre Bourdieu. For entry into Bourdieu, see Richard Harker, Cheleen Mahar, and Chris Wilkes, eds., An Introduction to Pierre Bourdieu: The Practice of Theory (New York: St. Martin's, 1990). For theories of community applicable to Christianity and potentially librarianship, I suggest the work of Josiah Royce. See Josiah Royce, The Philosophy of Loyalty (New York: Macmillan, 1908); The Problem of Christianity, 2 vols. (New York: Macmillan, 1913); The Hope of the Great Community (New York: Macmillan, 1916); and James Harry Cotton, Royce on the Human Self (Cambridge MA: Harvard University Press, 1954). See also William F. Birdsall, "Community, Individualism, and the American Public Library," Library Journal 110 (1 November 1985): 21-24; and Peter Riga, "Towards a Theology of Librarianship," Catholic Library World 34 (May-June 1962): 542-44, 583-84.
10. Johnson, 88-89, 93-94.
11. Lawrence J. McCrank, "Medieval Libraries," in Encyclopedia of Library History, edited by Wayne A. Wiegand and Donald G. Davis, Jr., (New York: Garland, 1994), 425.
12. Jackson, 37-41; Johnson, 112-13, 117; Anne L. Buchanan, et al., "Collection Development," in Encyclopedia of Library History, 153-64; and John Edwin Sandys, A History of Classical Scholarship from the Sixth Century B. C. to the End of the Middle Ages, 3 vols. (Cambridge: Cambridge University Press, 1906-08), 1: 265. See also James Westfall Thompson, The Medieval Library (Chicago, IL: University of Chicago Press, 1939) and Karl Christ, The Handbook of Medieval Library History, rev. by Anton Kern, translated and edited by Theophil M. Otto (Metuchen, NJ: Scarecrow Press, 1984).
13. Geddes MacGregor, The Bible in the Making (Philadelphia: J. B. Lippincott, 1959), 16-17, 63-67, 206-07; Frederick C. Grant, Translating the Bible (New York: Nelson, 1961): 27; F. F. Bruce, The Books and the Parchments: Some Chapters on the Transmission of the Bible, 3rd rev. ed. (Westwood, NJ: Fleming H. Revell, 1963), 183; and Ernest Cadman Colwell, The Study of the Bible, rev. ed. (Chicago: University of Chicago

Press, 1964), 83-85.

14. Buchanan; McCrank, 423; and Sandys, 1: 258-60.
15. Johnson, 120; and Olaf Pedersen, The First Universities: Studium Generale and the Origins of University Education in Europe, translated by Richard North (Cambridge: Cambridge University Press, 1997), 97, 102, 130.
16. Alan Cobban, English University Life in the Middle Ages (Columbus, OH: Ohio State University Press, 1999), 149-65.
17. Johnson, 136.
18. O. Lee Shiflett, "Academic Libraries," in Encyclopedia of Library History, 5.
19. Susan Otis Thompson, "Printing and Library Development," in Encyclopedia of Library History, 507-10; and Richard W. Clement, "Renaissance Libraries," in Encyclopedia of Library History, 546-53. The major works on the role of the invention of printing in the expansion of social and intellectual life (that provide, as well, an overview of the Renaissance and Reformation) are by Elizabeth L. Eisenstein, The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early Modern Europe, 2 vols. (New York: Cambridge University Press, 1979); and the Printing Revolution in Early Modern Europe (New York: Cambridge University Press, 1993). Organizations devoted to missionary service, Bible and tract distribution, and Sunday school development further enhanced literacy in Europe and North America creating a greater desire for school and public libraries. Some of these organizations are discussed in Donald G. Davis, Jr., David M. Hovde, and John Mark Tucker, Reading for Moral Progress: 19th Century Institutions Promoting Social Change, GSLIS, University of Illinois Occasional Papers 207 (February 1997): 1-70.
20. Donald G. Tewksbury, The Founding of American Colleges and Universities Before the Civil War (New York: Columbia University Teachers College, 1932), 69, 120-22. See also Louise L. Stevenson, Scholarly Means to Evangelical Ends: The New Haven Scholars and the Transformation of Higher Learning in America, 1830-1890 (Baltimore, MD: Johns Hopkins University Press, 1986); and George M. Marsden, The Soul of the American University: From Protestant Establishment to Established Nonbelief (New York: Oxford University Press, 1994); and ARL Statistics 1997-98 (Washington, DC: Association of Research Libraries, 1999), 55.
21. Although Christians continue to succeed at building communities, Christian institutions that substantially incorporate libraries tend not to influence the literate classes as during the Roman Empire. Christian thought and library development in contemporary life come together most obviously in graduate theological seminaries and in undergraduate church-related colleges. See George M. Marsden and Bradley L. Longfield, eds. The Secularization of the Academy (New York: Oxford University Press, 1992). For an understanding of the complexities of building a sense of community in contemporary American society, see Robert N. Bellah, et al., Habits of the Heart: Individualism and Commitment in American Life: Updated Edition with a New Introduction (Berkeley, CA: University of California Press, 1996). See also Susan Curtis, The Social Gospel and Modern American Culture (Baltimore, MD: Johns Hopkins University Press, 1991).

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Monologue or Dialogue in the Web Environment? - The Role of Networked Library and Information Services in the Future

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Abstract

A shift from monologic to a more dialogic Web environment is taking place. Thus, the Web is becoming an arena of ideas, a place where people solve problems and create knowledge together. Library and information professionals should be involved in developing dialogic Web applications. The ideal digital library must be something more than just a collection of resources organised according to a classification scheme. In the future, libraries should implement and maintain Web services and applications that support collective creation of ideas, collaboration, debate and dialogue across distances. The author points out that digital information systems can be organised in various ways and an almost unlimited number of different views can be provided to one and the same metadata collection. Nowadays, it is more possible than ever before to build digital libraries that reflect the dimensions by which the information world of the users is organised. Therefore, librarians should position themselves in profound and continuous dialogue with the users of the services they are providing.

Paper

Introduction

The aim of this paper is to contrast monologic and dialogic Web services in a library context. The claim put forward is that a shift to a more dialogic Web environment is taking place. The Web in general and Intranets in particular are turning to be arenas of collaboration and conversation.

It is possible that due to our professional background we tend to forget that the Web today is not just a collection of databases or a large document management system. In this paper, I will explore alternative ways to develop Web services to library users. How could we incorporate the dialogic nature of the Web to digital libraries and other kinds of networked library and information services? To scrutinize these questions, I will proceed by first contrasting monologic and dialogic ways of understanding human nature and the way knowledge is constructed. Secondly, I will describe the dialogic nature and potential of the Web and, thirdly, present three exemplary services that have succeeded to utilise this potential.

Monologism and dialogism

In monologism, the individual is hold to be a Cartesian cognising subject, a self-disciplined monad or atom (Sampson 1993). Therefore, the monologic self is viewed as an independent and unique source of the meanings it has created. In pure monologism, concepts like collaborative learning or collective cognition do not make sense. The individual is the knower, the learner. Knowing is something internal, it is a subjective process. Knowledge, on the contrary, consists of objective universal facts. However, monologism is historically and culturally specific theory of a human subject, not a self-evident universal fact. The birth of monologism took place at the turn of the nineteenth century. It is linked to the rapid advancement of industry and capitalistic modes of production (Alasuutari 1992).

As opposed to monologism, dialogism stresses the intersubjective nature of language as a social system. According to dialogism, we produce and organise social reality by talking and writing. Dialogism assumes that knowledge is something people do together rather than an individual possession: "knowing is made and remade, reified and maintained, challenged and destroyed in communication: in dialogue, contest and negotiation" (Dervin 1994, p. 377). From this viewpoint it does not sound at all strange to talk about learning organisations or interactive learning environments, collective remembering or thinking institutions. A quote from a psychologist Jerome Bruner crystallises the central thrust of dialogism quite elegantly:

> "Our culturally adapted way of life depends upon shared meanings and shared concepts and depends as well upon shared modes of discourse for negotiating differences in meaning and interpretation." (Bruner 1990, pp. 12-13.)

Monologic or dialogic Web services?

Perhaps our view of the Web environment has been "librarianised". At least in many texts published in Finnish library magazines the Web is seen only as a collection of databases to seek information and documents from. In this sense, the Web is more or less explicitly presented as a collective document management system. This system is quite monologic by nature because it

supports only information retrieval, not conversation and collaboration.

Of course, the Web contains services that can be used for searching information. But the Web is also something else: it is an arena of conversation, co-operation and debate. If we believe the inventor of the Web, Tim Berners-Lee (1999), the Web is (or at least should be) essentially a tool for technology-mediated communication. It should enable dialogic negotiating processes aimed at collective problem solving and making of ideas.

Our ability to organise information is of course our strength when we are developing Web services. We are experts in using classification schemes and controlled vocabularies for describing documents in such a way that it becomes easier for users to find them. However, the dialogic potential of the Web should also be utilised in our services.

Library as an institution is very dialogic by nature. A physical building in which the library is located is not the essence of the library. We can have digital or virtual libraries on the Web. In this environment the physical existence of the files from which the library consists of on some hard disk is of course vital for the existence of the library. However, the users of the digital library system do not normally even think about these files when they navigate in the reality they can see on their screens.

The dialogic way to see the library is to view it as an institution that has an existence in-between people. Library, whether digital or physical, is in essence a collection of institutionalised practices (describing documents, searching for them, collaborating, clarifying information needs, etc.) that are closely connected to each other.

The danger is that because of our professional expertise we may get trapped in metaphors and concepts that prevent us from utilising the dialogic potential of the Web. However, if a library is a dialogic institution in a physical world, then the basic nature of the service should also be maintained in the Web. The ideal digital library should be something more than just a collection of classified documents.

The Web as a dialogic environment

The Web and Internet as a whole is an extremely communicative media. For example, it is nowadays possible for researchers on different continents to be in a video conference connection and to analyse the research data they both can see in a shared application. For Tim Berners-Lee (1999), the original idea guiding his development work has been to build a dialogic conversation space for generating ideas and knowledge in collaboration. The goal of his work and that of the World Wide Web Consortium (W3C), a standardisation body that has been directed by Berners-Lee since 1994, is to provide people with the means to interact electronically. This interaction should proceed as smoothly and easily as real life face-to-face encounters. The ideal is that by building hypertext pages people could easily express themselves, quickly acquire and transmit knowledge, overcome misunderstandings, and minimize duplication of effort. Thus, people in the group would be empowered to construct knowledge and solve problems together. People ought to be able not only to find any kind of document on the Web, but also to create them quite effortlessly.

Berners-Lee (ibid.) also points out that we should not only have the polished ready-made documents available to us but in most cases we should be given the possibility to examine the whole collective reasoning process that has been

taking place in the Web environment. This is the only way for us to get an idea of the conversations and debates that have led to the end point and final conclusions. If there is no link from the finished document to the earlier drafts, to the minutes of the meetings and to the background research, the dialogic nature of the document creation process is lost and much valuable information vanishes into thin air.

Intranets as dialogic spaces

Intranets are ideal spaces for dialogic collaboration, problem solving and debate. Often, for practical or security reasons, the history of the conversation around a theme that has been going on in an organisation can only be preserved to the Intranet. In Intranet, the participants of collaboration have the same organisational background and, at least ideally, share a level of trust. Therefore, their knowledge creation or problem solving processes can become more open, direct, and thus also more effective.

Intranets seem to open new kind of dialogic opportunities for different kinds of organisations to create collective memory banks. It is precisely Intranets that have made Knowledge Management (KM) possible. KM is an approach to collect and distribute the expertise available in organisations. The aim of the KM movement is to enable organisations to learn as dialogic organs. According to the KM theory, the organisations that are fast learners can gain competitive advantage in the business community. (Koening 1998.)

Dialogue between the users and the service providers

When creating collective memories for organisations or other kinds of conversation spaces we have to take care that, for example, the histories of specific conversations are easily found (Ackerman & Halverson 2000). Thus, it is extremely important for the service providers to study how the end users name, categorise and organise the world.

The easiest way to become acquainted with the users' information world is by asking them what kind of themes and topics they consider important. One example of a fruitful user-centered content management project is that described by Kelly Doran (1999). The library of a forest products company Weyerhaeuser took a task of building a metadata-based [1] browsing and searching system to the Intranet of the company. During the project the librarians build a thesaurus and classification system for the Intranet by closely listening the employees of the company and taking their needs into account. As a result of the project, the Intranet system of Weyerhaeuser became more usable.

It is important to utilise standard classification systems and thesauri when we organise digital collections. Numerous digital library projects have proven that these kind of tools are perhaps more necessary than ever before. For example, the widely used library tools can be used in cross-browsing distributed digital collections. However, we should also notice that the way information is organised in these standard systems and schemes might not be appropriate, e.g., for particular user groups. Traditional library tools may not be helpful because the information world of these groups is organised differently.

The freedom the digital environment gives to the service provider is almost unimaginable (Allen 1999). We do not have to care about the limits of space and time so much: digital information resources do not need to be organised in

one particular order on the shelves. Thus, one can provide many kinds of views to the same metadata.

When using traditional library systems, the user is supposed to learn the resource producer's vocabulary in order to find relevant information. With digital library and information systems this is not necessary. If these systems are implemented properly, users can search for information in their own language and on the basis of their own interests and knowledge structures (Talja & al. 1997). Thus, traditional classification schemes are still used in digital information systems. However, they are just one view to the metadata-based organisation of resources. The same collection can be organised in many ways reflecting the divergent needs and tasks of specific user groups.

We should also take care that the conversations going on in the organisation are reflected in the ways information is classified and presented in our services and systems. In the following I present three examples of networked information services that all seem to take seriously the dialogic nature of the Web as an information environment.

Dialogic web applications

Simon Buckingham Shum and his colleagues (Shum & al. 1999) at the Open University, UK are designing a hypertext system for research documents. Their starting point is the conversation that is going on in the target research field. The basic idea of the project is that the goal of an author is to persuade the reader to at least accept his perspective and knowledge claims. In a theoretical level this approach resembles Tuominen and Savolainen's (1997) treatment of the concept of information use.

The digital library service developed by Shum and his colleagues enables authors to provide context-sensitive metadata of a specific document and its relations to the existing collection. Thus, the developed metadata scheme and Web server architecture assists scholars in enriching their text by making claims about the relationship of their research results to existing ideas and documents. Shum and his colleagues argue that their system makes it possible to trace "the intellectual lineage of a document's ideas, and for assessing the subsequent impact of those ideas, that is, how they have been challenged, supported or appropriated by others" (Shum & al. 1999, p. 424). The system can automatically assist researchers and students in analysing the development of collective understanding of a research community by, for example, visualising relations between different research efforts, scholarly perspectives and debates. Thus, the system in essence is an innovative way to use the scholarly conversation as a metadata tool. It is not aimed solely at seeking information, but for understanding a body of knowledge in a larger context.

Another example comes from Diane H. Sonnenwald and her colleagues (Sonnenwald & al. 1999) from the University of Northern Carolina at Chapel Hill, USA. In the American Front Porch (AFP) project they are developing a learning and research environment, a "Sharium", about the history, culture, and economic and social development of the American South. The project provides tools for finding documents, discussing them and creating information in form of new documents. The primary aim of the project is to support collaboration among users, subject experts and library staff across distances to locate and create information resources. Sonnenwald and her colleagues stress the role of communication and collaboration in all human information behaviour. The services developed in the project include dynamic reference interview and information exploration applications as well as tools supporting collaborative

information creation, review, and problem solving. Many of these functions can take place in audio- or videoconferences. Sonnenwald and her colleagues state that these kinds of collaboration services require mechanisms for people to identify one another as well as tools for conducting the discussion. The project seems to be extremely challenging. However, the dialogic ideas, services and tools developed in the project can also be applied to other kinds of hybrid digital libraries and learning environments.

The third example comes from the collective effort of the Finnish public libraries. Finnish Public Library Frontpage (PULSE 2000) is designed to help both customers to satisfy their information needs and library professionals to share their expertise and keep informed about latest happenings in the library field. It contains, for example, a Link Library database of classified and quality-controlled information resources. The important dialogic tool developed in the project is Ask A Librarian enquiry service that has been in use for nearly one and a half years. This service provides a tool for collaborative reference work. In March 2000, there were 18 participating libraries in the service. Over 1300 questions were answered by the librarians in 1999. The goal of the service is make the collective expertise of library professionals more available to users.

A user can ask any kinds of questions from the service for free by using a Web-based form. The service providers promise that an answer to any question will be delivered to the email address given by the user within three working days. Answers are provided by using library collections, databases and the Internet. Because of the vast amount of sources available, the answers given are not always exhaustive but will anyhow help the user to examine the question more deeply. The questions and answers are also automatically archived for further use. In the archive of the service, no personal details of users are exposed, just the questions that have been asked and the answers provided to them. The themes of the questions have varied from the running speed of elephants to qualifications of a librarian to studying in another European country, just to take a few examples. The librarians can solve the problems presented by the users dialogically. However, usually only one answer is sent to each question.

Developing the Web of Trust

When we are developing ideas together and collaborating we have to trust our partners. We have to be able to authenticate them to be exactly the persons they claim to be. This is of course much easier in face-to-face encounters than when communication is technologically mediated. It is possible to imitate the voice of another person on the phone and to create invented personalities in chatting services on the Web.

For dialogue and collaboration we need trust. As mentioned before, trust is often more easily developed in the Intranet than in open Internet environments. Regardless of the environment the collaboration is taking place in we need to be able to identify our partners and also authenticate the documents they claim to have authored or have presented as reliable information sources. In addition, we have to be sure that our partners will not steal our ideas or exploit them in other ways.

The question of document authenticity becomes extremely important in digital environments. For example, altering a few bits here and there in a digital document does not necessarily make any traceable or perceptible change in the document as such. With just a little effort one can copy documents, falsify them and then claim that they are the original ones. Nowadays, there are more

possibilities to fraudulent behaviour in this sense than ever before. It can also happen very easily that research results, data or pieces of historical evidence get unintentionally destroyed or distorted when they are in a digital format. (Høel 1998.)

Tim Berners-Lee (1999) has presented an idea about the Web of Trust as a direction for the Web to develop in the future. He stresses that as we decide what we are going to link to, read or purchase on the Web, an important factor of our decision-making is how much we trust the authenticity of the information we are viewing. Thus, the Web of Trust has to evolve to support communication and collaboration in personal, group and global level. The kind of technological infrastructure needed for the Web of Trust to emerge is a combination of digitally signed documents and trust metadata with reasoning engines or automated agents that can understand trust sentences made by different persons or organisations.

> "As the Web is used to represent more and more of what goes on in the real life, establishing trust gets more complicated. Right now, the real-life situation is too complicated for our online tools." (Berners-Lee 1999, p. 193.)

Actually, expressing trust sentences based on metadata is a process that is already going on in the Web. In fact, libraries seem to have an active role in this process. Quality-controlled subject or information gateways are Internet services that involve manual effort in choosing electronic resources and describing them in a way that makes resource collections easily searchable and browsable (Koch 2000). When search engines include all possible resources in their indexes and compete with their sizes, information gateways apply the "less is beautiful" principle. Their mission is to filter only the high-quality resources from the Web so that users do not have to do all the quality control and authenticity checking by themselves. Information gateways maintained by the library community are also more restrictive in their quality-control politics than commercial services, like Yahoo, that are also based on a subject-structure approach[2].

Conclusion

During the centuries, libraries have acquired a position of a provider of reliable and quality-controlled information. This position should be maintained, not lost, in a digital environment. The dialogic Web of Trust that is being developed today needs organisations that have a cognitive authority to authenticate information resources.

Digital information systems can be organised in various ways and almost an unlimited number of different views can be provided to one and the same collection. Thus, it is more possible than ever before to build digital libraries and other kind of information services that reflect the dimensions by which the information world of the users is organised. In the future, libraries should built Web services that support collective creation of ideas, collaboration, debate and dialogue across distances. Therefore, library and information professionals should also position themselves in a profound dialogue with the users.

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Footnotes

1. Metadata means structured resource descriptions either embedded into documents themselves or located externally to them (for example, in databases). Libraries have catalogued and organised collections of printed materials for centuries using metadata. Nevertheless, librarians have not used the word "metadata" to describe the cataloguing work until recently. Metadata is also used in constructing organised collections of information resources like, for example, digital libraries. Furthermore, metadata is a mean of representing information about Web resources in a way that is easy for machines to deal with. Metadata will facilitate searching, helping authors to describe their documents in ways that search engines, browsers and Web crawlers can understand. It is believed that as a result of a wide adoption of metadata, users will have better information services available to them. (cf. Hämäläinen & Tuominen 1999.)

2. Representative examples of European quality-controlled subject gateways can be found from Renardus Web site (Renardus 2000).

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How to establish a parliamentary research service: does one size fit all?

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Paper

1. Establish a robust democracy!

Anyone who plans to establish a Parliamentary Research Service should first look around them and assess the context in which they are to do so. Is there a robust democracy in which governments are regularly replaced by oppositions and is there tolerance of opposition in its many shapes and forms? Are members of parliament freely and fairly elected, reasonably well educated and committed to the role of Parliament as a primary means to hold governments accountable? Is the polity one in which there is a free flow of information and ready access to that information? If not, first establish your robust democracy!

There is undoubtedly a clear - and understandable - correlation between the existence of strong quality research services and the stage of political development that countries have achieved. Here I refer you to an earlier paper presented to IFLA in which I argued that a research service can develop only in tandem with the status of its parliament.[1] But when the debate starts, as it surely will among members keen to develop their role as parliamentarians, it will also include preferred alternatives.

2. Counter the inevitable alternatives

Personal staff
Especially in circumstances in which they have no - or very little support in their own offices - many members, given the choice, will understandably opt for assistance here in the first instance. This is the point at which to argue that one or two individual dedicated staff, no matter how earnest, intelligent and hard working, cannot possibly hope to compete with a group of research specialists trained to provide advice in a parliamentary context, especially when the role of personal staff will necessarily be so much broader.

Party based research
Remember, too, the inevitable suspicion and scepticism about a research service that will exist in some quarters at the outset. There will always be doubts that an independent group of researchers, working to all members of parliament, can and will provide impartial and confidential advice that members can rely on. This could lead to an argument that therefore this additional support would be best provided through establishment or supplementation of party based research resources, as is the case in New Zealand, for example. The counter argument is that party based research remains party based research, i.e. that it is unlikely to be objective and most likely to put only one side of the case.

University contacts
Yet others will argue that research support can be found in the universities (as was the case in Australia before the establishment of the research service in 1966, when in the absence of an alternative, strong relationships were built up with the Australian National University). And this is the point at which to spell out the difference between often long, ponderous and slowly produced research which, for traditional and training reasons, is less geared to the political or practical context of the question. Moreover, while such research and such contacts remain an essential adjunct to an optimum research service, they are unlikely to produce that service as efficiently as those trained for it.

Interests groups
Some members may argue that they get all the information they need from interest groups which bombard them with literature and delegations and invitations. But interest groups remain interest groups, providing lots of information and advice for sure but, obviously, information and advice couched in terms of the interests of the group concerned. This cannot compete with access to independent and objective advice provided by an independent objective parliamentary research service. (A regular request of our analysts is that the so-and-so industry has put such-and-such a position to me. Can you give me an assessment of the merits of their case?)

Departments of State
Governments may argue that a research service is not needed because members can seek briefings from departments of state. As in the case of interests groups, however, this source too, inevitably, is committed to providing advice couched in terms of the policies of the government of the day. That this is well understood is illustrated in Australia by some cases of ministers seeking the independent advice that a research service can provide in terms of 'my Department is telling me this. What do you think?'

The Internet
It is clear how little understood the Internet still is when so many people,

politicians among them, wonder why parliamentary libraries, or even research services, are necessary when there is Internet. Internet is a brilliant tool which makes for a much higher level of self-help among parliamentarians which can leave highly qualified librarians and analysts free to focus on the more complex value-added work than was once the case. However, while the Internet has changed dramatically the volume and speed of access to information, the traditional library skills of searching, sifting and sorting, and analyst skills of synthesising and assessing, remain as essential as ever in a world confronted by exponential information overload. The fascinating challenge, in particular for the parliamentary library industry, presented with this brilliant new tool, is to become the most efficient searchers, sifters and sorters. And the challenge for analysts remains as it always was - to make sense of all that is known and to do so in a fashion that can be easily absorbed by the busy member who is unlikely himself/herself to be an expert in the subject under consideration.

3. Negotiate the resource base

A clear statement of the resource commitment to - and expectation of - the new endeavour must be made. The person charged with the responsibility of establishing the research service, must make it plain to his/her political masters that if 'x' services are anticipated, then 'y' dollars and 'z' staff will be required to deliver them. Funding for a minimum technical support base, from adequate photocopying facilities to access to the Internet, must also be agreed.

The notion of 'critical mass' should be put on the table. As a minimum, a research service must have the capacity to deliver a legislative analysis service, an economic analysis service and a statistical service[2], each with at least two staff. Here it is useful to note Bruce Davidson's 1999 IFLA presentation to the Special Research Meeting on the implications of offering a research service with a staff of two. He concluded that the expectation created by access to a research services was simply too great and that with the resources available, a research service could not, in fact, be delivered at all.

Resourcing the creation of a new parliamentary research service must be a separate and additional commitment to funds already allocated to the parliamentary library. If this cannot be achieved, it is doubtful that there is sufficient commitment at the relevant levels to the enterprise and thus equally doubtful that it will succeed. Just as importantly, if resources for a research service are hived off from an existing parliamentary library this cannot but be the worst possible start for what is a critically important relationship

I sometimes wonder to what degree the tension between so many parliamentary research services and parliamentary libraries stems not only from poor communication about the complementarity (and not competitiveness) of their roles, but from an early competition for resources.

4. Examine other models

Before concluding what kind of research service should be developed, examine the models, with both organisation and output in mind, to assess which is most appropriate in your country's context.

Is Canada's marriage of the research function with committee support, which capitalises on economies of shared expertise in its research service and its committees possible? Or, for structural reasons, do you have to remain stuck with the less efficient Australian model where these functions are carried out in entirely separate departments? Is Australia's model of combined librarian and analyst subject teams an option? Is the research service's charter to be limited to the provision of general briefs for all parliamentarians or to include the provision of individual advice on request from individual MPs (Australia does more of the latter, the US more of the former)? Is the client base to include constituent work (as in the UK) or not (as in the case of Australia)?

With the resource base in mind, establish a hierarchy of services (products), bearing in mind both the experience of other parliaments and local conditions. Very early on in the life of the research service, development of a Statement of Client Entitlements, clearly setting out who is entitled to what services when, will greatly assist staff focus service on agreed priorities.

5. Develop a client oriented culture

We all need to remind ourselves regularly that parliamentary libraries and research services exist for the sole purpose of assisting members in their parliamentary and representational roles. This means that they are not traditional libraries developing comprehensive collections nor universities producing original research and writing lengthy erudite papers that no one has time to read. It also means accepting as core business the requirements of client focus first and foremost.

Having secured the active, proselytising support of the highest official of the Parliament (usually the Speaker or, in Australia's case, the Speaker and the President of the Senate), take your future clients, the parliamentarians', interests into account. Seek Mr Speaker's endorsement of extensive consultation with MPs to discuss the role and objectives of the service and how it will complement that already provided by the parliamentary library. Seek their views on priority products (individual confidential briefs versus general papers prepared to assist all members, options for oral briefings and for electronic delivery of service). Seek their views on the direction of recruitment to reflect their core interests. For example in both Zimbabwe and Fiji, where Australia has been invited to assist with the development of parliamentary research services, recruitment of an agricultural economist was identified as a top priority given the economic base of both countries.

Keep the dialogue going by developing rigorous and regular feedback mechanisms,[3] both to promote the new services and to assess their relevance in both form and impact. Most importantly, be willing to adjust and change.

Part of the building up of trust will come from delivering vital but 'safe' services to MPs in the first instance and those most likely to build up an

early habit of use.

6. Establish optimum relationship with the Parliamentary Library

Most parliamentary research services will be established when members of parliament recognise that they need more - or a different kind of - assistance than librarians can provide, that is that they want more processing or analysis of information. If the parliamentary library has been established as a parliamentary library, i.e. service oriented rather than collection oriented, and not as a traditional collecting library, they will already have had access to a current awareness service (a broad range of files subject selected and chronologically organised from newspapers, named items from journals, Hansards, press releases, committee reports and any other publicly available source updated daily). They will also have come to expect new acquisitions notifications and bibliographies, or other searches prepared on request.

If a parliamentary library service of this sort is not already working effieiently, it needs to be assisted to do so. An effective parliamentary research service must be able to rely on the services on an effective parliamentary library as a primary resource and, importantly, so that its energies are not diverted to perform a role it is not, in any case, particularly well qualified to do.

The importance of the relationship between a parliamentary library and a parliamentary research service cannot be overestimated. There needs to be a clear identification of their separate roles, recognition and respect for the two different professions involved, including through equitable remuneration, and an on-going dialogue about the best ways to deliver services across a spectrum which can, in some ways be seen to be a continuum of service.

7. Forge strategic links

The mission of a parliamentary research service is to provide the best possible advice in the time available to members of parliament. In its early days, and even when it becomes a well-endowed service, it will never have, in-house, all the expertise at the one time that could possibly be required by its clients. To compensate, all of its staff must develop networks in the professions and specialisations they represent for, in the course of meeting members' needs, they will need recourse to academics, officials and interest group representatives.

In the Australian case approximately 20 academics may be commissioned each year to write stock research papers in areas where a need is identified which cannot be met. Departments of State are called upon regularly for assistance in providing the latest information about government policies in the full knowledge that our evaluation of such policies will not always be positive. And interest groups, of course, provide a vital perspective on one side of the story in question.

Strategic partnerships can be particularly effective in embryonic research

services to draw on expertise it cannot (yet) hope to provide for itself.

If the Parliamentary Library is a separate institution, it will be a primary partner and, in the ideal world, will have built a primary link with the National Library. In Australia, the creation of a National Library as a separate institution out of the Parliamentary Library by Act of Parliament in 1960, leaving the Parliamentary Library with first call on its resources, has enabled the Parliamentary Library to shed the collecting responsibilities of a national library and focus entirely on becoming an effective, value-adding parliamentary library.

8. Recruit the best and the brightest ...analysts

Because of the different services each provides, and because of the different professional backgrounds of librarians and researchers, recruitment for the research service will not, and should not, usually come from the library. The very best and brightest will not, either, usually be new graduates. Rather a research service should seek out staff with more worldly exposure than to the university who will offer highly developed analytical skills, excellent communication and interpersonal skills appropriate to a parliamentary environment and to a client service. They will also be able to demonstrate integrity, judgement, initiative, flexibility and maturity. And, very importantly, because of the shifting sands of parliamentary issues and interests, they will be willing and able to develop other areas of expertise as required.

9. Conclusions

I cannot emphasise strongly enough the fact that when it comes to developing services of any kind for different parliaments, one size certainly does not fit all. There is no template for the development of a parliamentary research service. That said, given the opportunity to build a research service from scratch, **I would recommend:**

- the Canadian model of including research for committees in the role of the research service
- the Australian model of combined professional teams (but all co-located)
- the US model of apparently unlimited resources (huge!) including for succession planning
- the Australian model of priority commitment to individual client work
- the Zimbabwe model of 600%+ commitment and support from the Speaker of the Parliament
- the US model of staff assessment and development.

I would NOT recommend:

- the physical separation of the parliamentary library and research service as in Canada or its institutional separation as in Germany
- inclusion of constituent work as in UK
- creation of duplicate library resources/services as (at last look) in the US and in Zimbabwe.
- falling below a minimum critical mass of 6 or 7 as in Norway, New Zealand and Victoria (Australia).

Whatever the model, effective services, however, are more likely to be developed by those with an intelligent ear to the political ground, good negotiating and networking skills, and a flexible and common sense approach. This includes a recognition that before you can run you must first learn to walk and this means a fairly cautious approach to product, at least any public product, until the confidence of clients has been built up. To establish a research service's credentials with both the government and the opposition may take years as it did in Australia's case. It can be argued that it was not until the Liberal-National party came to spend 13 years in opposition (from 1983 to 1996) that its members, too, came to appreciate fully the value of access to independent research services, especially for the Opposition front bench. And yet there remains the requirement for vigilance as new members replace old and, in this adversary environment, the cycle of suspicion can start again.

Notes

1. J.R.Verrier, *The Future of Parliamentary Research Services: To Lead or to Follow*, IFLA, Istanbul 1995.

2. Evidence suggests that most research services begin by offering these services, i.e. the ones most obviously necessary to assist MPs in their immediate parliamentary duties of contributing to legislative debate and to scrutiny of the budget.

3. The Australian Parliamentary Information and Research Service has five well developed client feedback mechanisms, a triennial External Client Services Survey, a Bouquet and Brickbats' (client Initiated Feedback) Database, a program of individual calls on Senators and Members by the Head and Deputy head, regular (usually quarterly) client for an annual invitation to parliamentarians representing the major parties to address a full staff meeting. For a fuller account of these, see J R Verrier, Seminar on Comparative Legislative Research services Ottowa, Canada, 2 April 1998: *Australian Parliamentary Information and Research Services Approaches to Client Feedback.*

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Reorganisation in the British Library to acquire electronic resources

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Paper

Introduction

This is a practical, descriptive account of acquiring electronic material at the British Library, focusing on selection but also referring to other such as access and archiving. The main topic is acquisition of electronic publications, not the digitisation of existing works.

Background

The British Library is the national library if the United Kingdom, and is housed in two main sites in London and Boston Spa. It is a major research library, supporting both reference and document supply.

The BL holds around 80 million items, including 15 million books. Around 50,000 books are purchased and 80,000 deposited each year; there are 60,000 current serial subscriptions, and 30,000 British serials deposited. The acquisitions budget was £13 million last year.

The British Library Board approved an additional budget of £0.5m for the acquisition of new electronic material in the financial year 1999/2000, and a similar budget for the following two years.

Although the British Library was spending £350,000 annually on electronic publications, mostly CD-ROMs, it recognised in 1998/99 the danger of its falling behind other academic and research libraries in the provision of electronic material to readers and customers. Reader expectations were growing fast, and action was urgently needed.

The position on acquiring electronic resources in 1999 was ad hoc, with localised arrangements; unstructured budgeting; no automatic liaison or central control The Digital Library Project concentrated on document supply, digitisation and storage. The priority was to acquire electronic material through purchase. Legislation for the legal deposit of British electronic publications is currently with UK Government.

Timetable

The scale of the task made it obvious that creating a single Electronic Libvrarian post would not be the answer.

In May 1999 an **Electronic Working Group** of five key collection development staff was set up to identify issues and establish procedures. The group met monthly. Each member of the group took on new responsibilities: reader access, selection and general developments, an Electronic Selection Co-ordinator, developing was database, was nominated, and a Licence Representative was appointed. These duties were in addition to existing responsibilities..

In September 1999 a **Core Electronic Selectors Forum** was set up; the role of Core Selectors was to advise and oversee selectors in their areas. This wide-ranging group involved staff from all parts of the Library, and focused selection activity through nominated Core Selectors for each collection area. Other members covered collection management, IT, Digital Library, and preservation. The Forum has met every two months since its inception. Liaison with other groups, committees and individuals has been continuous.

Methodology

The Library created the corporate £0.5m fund for the new electronic material under a single Responsibility Centre with central control.

Procedures were established based on a multi-part form which was developed during the autumn of 1999. Guidelines were written to accompany the form, and a database was set up in Microsoft Access to record all relevant data, to make it available as necessary during the life cycle of the items, and to provide management information.

In order to avoid the Selectors Forum having to review every title, the database records were circulated to Core Selectors so that everyone could express an interest in a product. Nevertheless, it took on average nearly two months for the forms to complete all stages of their journey from origination to approval. This reflected both the inherent complexity of the process and the fact that everyone was learning and improvising.

Processes

The key elements involved in the project were:

Selection

No formal selection policy was issued, but selectors used their existing curatorial expertise to propose suitable items, following traditional policies as to scope, content and level. During this period identifying new electronic resources became an integral part of the selectors' job. The change in emphasis away from acquiring physical material for the collection, to licensing access to information, was acknowledged as part of the process.

In the event, there was a reasonable balance between CD-ROMs and Internet publications, and between bibliographic and research material. No e-books were acquired. For the more expensive items, trials or demonstrations were arranged in order to evaluate the products more closely. The special problems posed by individual titles selected for document supply purposes are still under discussion.

Budget control

In this first year it did not prove possible to spread the electronic expenditure equitably across the Library. Selectors were encouraged to identify useful material, and the most assiduous benefited, as long as their selections were immediately usable and represented good value for money.

Finance System codes for literature and staff time were rationalised. Information on expenditure was derived from the Access database and from Oracle, not from the ordering systems. Savings from print and CD-ROM cancellations will be taken into account when assessing the total spend.

Access strategy

The Working Group liaised closely with Reading Room managers to integrate electronic with traditional reference services. Electronic access has now been made the remit of two new posts within the Reader Services area. The preferred mode of accessing licensed online material is through designated IP addresses rather than passwords.

Licensing

It became necessary to appoint a Licensing Representative to gain knowledge and experience of all aspects of licensing, and to act as advisor to other staff. This proved time-consuming, since each licence required individual scrutiny. The conditions attached to licences covered such matters as number of simultaneous users, location of users, networking, document supply, commercial use, downloading, printing, perpetual access and archiving. Negotiation for commercial document supply purposes was led by the Publisher Liaison Officer.

Responsibility for choosing, contacting and negotiating with publishers and suppliers rested primarily with the selectors, although the Licensing Representative and Acquisitions were also involved.

Information technology

The front-line IT representative was a key member of the team, advising on technical issues. A key issue remains the commitment of IT staff resources, particularly for the installation and support of CD-ROMs in Reading Rooms and stacks.

Management information

Performance measures/targets are being established for both internal management purposes and to demonstrate to UK Government that the money is being spent wisely. Management information concerning titles selected and ordered began to be provided from the MSAccess database towards the end of the year. The Library also needs data on usage of its electronic material, particularly serials, so that it can make sound decisions on whether to continue subscriptions and licences.

Acquisition and cataloguing

All titles were ordered individually by the Library, since the BL does not belong to electronic purchasing consortia. It was decided to use the existing monograph and serial systems to order electronic material, rather than set up a new system. The physical processes, including shelfmarking and labelling, are still under review. Cataloguing standards are in place. Records will be used for the OPAC, including OPAC97 on the BL website, and separate specialist listings.

Preservation and archiving

Storage of electronic data is dependent in the longer term on the Digital Store, part of the Digital Library project, for which the Library has tendered. In the meantime, we sought to ensure that items acquired were properly preserved for use and archiving. A preservation checklist for consideration by selectors at the time of ordering was drafted.

Actions

1. The organisational model based upon the concept of Core Selectors and a cross-departmental team approach with central control, will be continued
2. The form and guidelines will be revised, and the database refined, to provide the required tracking and management information.
3. Staffing needs will be reviewed. Although individual selectors will be expected to absorb the extra duties, it is likely that a permanent Licensing post and Electronic Selection Coordinator post will be recommended. Additional posts have already been introduced in Reader Services.
4. Service level agreements will be agreed between BL departments to ensure that the necessary infrastructure, resources and staff are provided.
5. The centralised budget will be extended to include most electronic selections from April 2001.
6. A flexible generic licence, reflecting BL requirements, will be established if practicable ; existing licences will be reviewed to ensure that they are in line with current requirements. Document supply agreements will be integrated with the general BL policy.

7. Training workshops for selectors will be organised.

8. Collection development policy, including a policy for the cancellation or retention of existing licences and subscriptions, will be formalised.

9. Awareness of other libraries' experience will be raised, and visits made where necessary.

Conclusion

In conclusion: considerable effort was expended by many members of staff to acquire worthwhile electronic material: selectors were expected to become familiar with electronic sources, IT-related matters and licensing issues within a short time-frame. These responsibilities were in addition to their traditional work. Much work needs to be done to improve the competencies across the library.

The aim of incorporating electronic acquisitions into the British Library's remit was largely achieved in this initial year. There are many unresolved questions, which are shared by other libraries undergoing a similar transformation, but a national library has special additional responsibilities to consider.

The BL is now moving towards being a true 'hybrid' library. So far the effort has been largely in-house, but co-operation with other libraries will be a key factor in the future.

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The future of serials - realism or utopia?

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Paper

The development of electronic publications has offered the publishing industry many new options, and the extension and increasing use of the Internet promises a better and more cost-efficient coverage of the worldwide market. Libraries as providers and mediators of information feel the changes and innovation maybe even more than the producers themselves - libraries are expected to offer publications on a long-term schedule and also to archive them for the future.

Desires and expectations ran high already almost 200 years ago; during the Romantic period we find them expressed in tales, sometimes even fairy-tales, before Realism led to to early science fiction. E. T. A. Hoffmann (1776-1822), poet, draftsman and composer, known to a large audience through Jacques Offenbach's Contes d'Hoffmann, gave us a vision in his novel The Choosing of the Bride (Die Brautwahl), a story which is set in Berlin. The plot is simple: Young and pretty Albertine Vosswinkel, daughter of a well-to-do businessman, has three suitors. In order not to aggravate the inevitable two losers the suitors are asked to choose from three little caskets; the one who finds Albertine's miniature portrait would win the bride. The stage is so ingeniously set that the two losers would be amply rewarded by their finds which are customised to their characters and desires. The successful candidate is an artist but before the young couple gets married he is required to go on the obligatory trip to Italy, and already after a few months the correspondence of the lovers dries up, and Albertine is seen in the company of a young man whom she evidently eyes with much sympathy ... In the context of our subject we are only concerned about one episode, namely the scene where the chancellery private secretary Tusmann makes his selection:

As the clock struck twelve, the door of the room was opened to reveal a table covered with an opulent carpet on which were standing three small caskets. The first, made of glittering gold, had upon its lid a wreath of sparkling ducats, in the middle of which stood the words: *He who chooses me, let him be happy in the way he likes*. The second casket was finely worked in silver. On the lid there stood among many characters from foreign tongues the words: *He who chooses me will get much more than he hoped for*. The third casket, carved plainly in ivory, bore the inscription: *He who chooses me will possess the happiness he dreams of.*

The chancellery private secretary stepped thoughtfully up to the table, regarded the caskets carefully and read the inscriptions again and again. Soon, however, he felt himself drawn irresistibly to the graceful intertwined characters on the silver casket.

"Just God", he cried enthusiastically, *"what a lovely script! How pleasingly the Arabic here unites with the Latin hand! And 'He who chooses me will get much more than he hoped for' - have I ever hoped that Demoiselle Albertine would ever make me happy with the gift of her dear hand? Have I not rather sunk into total despair? Did I not ... in the pool ...? Well, then, here is comfort, here is my happiness! Counsellor, Demoiselle Albertine, I choose the silver casket!"*

Albertine rose and handed the chancellery private secretary a little key, with which he at once opened the casket. But how he started back when he discovered, not Albertine's picture, but a little book bound in parchment which when he opened it proved to contain nothing but blank pages. He also found a small sheet of paper bearing the words:

Though thy toil be vain, yet hast thou won Great joy; this that thou findest Changeth thy ignorance to wisdom.

"Just God," the secretary stammered, *"a book ... no, not a book - a packet of paper, instead of the picture! All hope is gone. O defeated chancellery private secretary! It is all up with you, it is all over! Away to the frog-pond!"*

Tusmann made to depart, but the goldsmith [who is the mastermind behind the scenes] stepped into his path and said: *"Tusmann, you are in error! No treasure could profit you more than that which you have found. The verses should have told you that already. Do me the favour of putting the book you took from the casket into your pocket."* Tusmann did so. *Now*, the goldsmith went on, *think of a book you would at this moment like to be carrying with you.*

"O God", said the secretary, *"in a thoughtless and unchristian way I threw Thomasius's Short Introduction to Politic Policy into the pond!"*

"Reach into your pocket, take out the book," cried the goldsmith. Tusmann did as he was bid, and behold! - the book was no other than Thomasius's.

"Ha! What is this?" cried the secretary, quite beside himself. *"My dear Thomasius rescued from the depredations of vile frogs, who could never have learned anything from it!"*

"Quiet," the goldsmith interrupted, *"just put the book back into your*

> *pocket."* Tusmann did so. *"Think,"* the goldsmith went on, *"think now of some rare work which you have perhaps long looked for in vain, which you could discover in no library."*
>
> *"O God!"* said the secretary. *"As I like to cheer myself up by going to the opera now and then, I have wanted to inform myself about the noble musica and have tried in vain to get hold of a little book which sets out in an allegorical fashion the whole art of the composer and virtuoso. I mean nothing other than Johannes Beer's Musical War, or Description of the Pitched Battle between the two Heroines, Composition and Harmony, how They Took to the Field against One Another, Skirmished and after a Bloody Contest were at last Reconciled."*
>
> *"Reach into your pocket,"* cried the goldsmith, and the chancellery private secretary exclaimed aloud for joy when he opened the book, which had now become Johann Beer's Musical War.
> *"You now see,"* the goldsmith said, *"that through the book you found in the casket you have acquired the amplest, completest library anyone has ever possessed, and one, moreover, that you can carry about with you constantly. For if you have this remarkable book in your pocket, whenever you take it out it will become whatever work you desire to read."*
>
> Without a glance at Albertine or the counsellor, the chancellery private secretary leaped quickly to a corner of the room, threw himself into an armchair, put the book into his pocket and took it out again, you could see from the joy that gleamed in his eyes that what the goldsmith had promised had gloriously come to pass.

Until a few years ago, E. T. Hoffmann's tale would have been considered what it is - a story with some magical elements. Today it is not a miracle any more: Certainly you would not yet achieve your aim by putting a carrier media in your pocket and think about a title to actually get it but you may load a number of titles in your e-book and then select the item you need. But this is by no means the end of the technological development. Until half a year ago I was convinced that electronic publications and especially e-books are a great achievement in the academic field but would not conquer the consumer market. In the meantime I have changed my mind because I became acquainted with e-Ink, the project currently under development at the MIT Media Lab. The specialty about this kind of e-book which is expected to reach the market in about two years is that it keeps the original shape and the advantages of the traditional media "book". The pages are covered by electronic ink the tiny particles of which may move when charged electrically. That means you may actually load a text, a picture or a book and have it on regular pages. The advantages are obvious: Once a book is loaded you do not need any energy any more, except, of course you want to use special functions like book marks, or dictionaries. The text "keeps" like with a printed book as long as necessary, without electricity. Another benefit is that you do not have to look straight at the page as with a LCD screen. That means you can read the book in bed as you are accustomed to do. You may read a book on the beach where you would have the hardest time reading anything from a LCD screen in broad sunlight. The developers are optimistic and expect such an e-Ink book to have a capacity of 10,000 titles. That means that you could carry with you a scholar's private library or a small public library - at any rate more titles than an average person will ever have time or care to read. So Hoffmann's dream seems to come true. When I said books, or titles, a specification of monographs or serials was not made. Actually, it does not matter what kind of publication you put on your e-Ink book. They may be newspapers which you load in the morning or evening to get the latest information, or gossip, or sports,

in your conventional format. You may easily change the newspaper and see what the competitors have to say. And above all you will not have stacks of old newspapers to get rid of. As you have the elecronic files at your disposal in an easily readable form, there is no need to print as many things as before because you found it strenuous to read too many texts on a computer screen.

It is logical to expect that such a development will encourage publishers more and more to publish in electronic form. This will not make books so much cheaper but it will facilitate the distribution process and save enormous amounts of space. And it will make us more dependent on networks. This may revolutionise not only the publishing industry but the whole book sector. What about bookstores - they might turn into filling stations where you load the latest publications. You could do this certainly through an internet bookshop or provider. So are bookshops doomed to disappear? Maybe they will be integrated into community services: People will still need advice and motivation. It would be rather optimistic to assume that everybody will easily find the right things among the 1 million titles you offer on the net: Most people are rather helpless with just metadata. The same goes for libraries. National libraries and university libraries might be best off. The former keep the national archives and will be treasure houses of many things that cannot be found anywhere else. The latter are close to the academic staff and the researchers and may customise information services for their clientele.

But what about public libraries - they will find their role as mediators, advisors and social centres. Structural changes will be inevitable. As we are mostly concenred with serials here, the question is What is the future of serials - not with regard to the media or format but as a genre? If we look at academic publishers who still very often publish their journals in parallel editions, on paper and electronically, we can only expect that they will be forced to switch to electronic only very soon. Price increases are already such a heavy burden on most customers (many of which are libraries) that more and more subscriptions have to be cancelled. In order to cut costs the only way for publishers is to dispense with parallel printed editions. The electronic format does not require installments like issues or fascicles any more. When an article or paper is ready it will be made available. What is the use then of a serial title? Already now it happens that rather diverse items are sometimes united under the umbrella of a serial, depending on what the authors provide. More and more researchers will search by subject in large literature databases, and not for a serial title. A search or delivery profile can be much more customized to researchers' needs than a serial. So what will be the justification for serials in an electronic world? Well in some cases the title is a kind of brand name, and it may be peer reviewed. But many academic serials of standing are peer reviewed. Publishers names are brand names, too, and all products of a publisher may undergo the review process. Individual items will be searched and provided individually (also by document delivery services) and will be paid for individually, if so desired. So there will be a tendency towards many little monographs, and we may feel like getting back to Gutenberg's times when there were no serials around.

We notice a general trend already in a related field, namely standard numbering. The new identification systems are capable of expressing bibliographic relationships but publishers are not particularly interested: dumb numbers are easier to handle, and the metadata lead to the item. Also, in contrast to current practice in the print sector, different granulations may be easily covered, i.e. an article may be identified, but also parts of an article, or a hypermedia kit with links or macros. I am not proclaiming the death of serials which would be a macabre thing to do for the chairman of the Serials Section. But we will be faced with enormous structural changes. Also, if we look back in history we notice

that media do not replace each other. When TV became popular people were afraid that nobody would read any more. Even more so when video shops sprang up all over the cities. CD-ROMs and internet newspapers did not kill newspapers. But even traditional media changed, and their market share decreased. So we will look optimistically to the future!

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The Hovevei Zion Tribute album presented to Moses Montefiore on the occasion of his 100th birthday

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Abstract

Moses Montefiore, the great Jewish statesman and philanthropist, celebrated his one-hundredth birthday in 1884. Of the many tributes he received on that occasion, one of the most impressive was an album from the Hovevei Zion (Lovers of Zion) societies of Eastern Europe, in which twenty communities are represented. The album includes some thirteen-hundred signatures of communal leaders, which greatly enhance its historical value. The following paper describes the album, briefly attempts to place it in historical context and discusses its significance as a primary source for the history of the Hovevei Zion movement and of the Jewish communities of Eastern Europe. Its provenance is also dealt with very briefly.

Paper

Sir Moses Montefiore

Moses Montefiore (1784-1885) was one of the greatest and best-loved statesmen and communal leaders in all of Jewish history. Born in Livorno in 1784, of an Italian-Jewish family that had settled in England in early eighteenth century, Montefiore belonged to the Sephardic Jewish aristocracy of the period. In 1803

at the age of 19 he became one of the twelve Jewish brokers licensed by the City of London and was allowed to have a seat on the London Stock Exchange. He married Judith Cohen, sister-in-law of Mayer Anschel Rothschild. His firm acted as brokers for the Rothschilds, which made him quite wealthy. His personal wealth enabled him to retire from the Exchange at the age of 40 and to devote himself to communal and other interests. He was among the founders of the Imperial Continental Gas Association which extended gas lighting to the major cities of Europe. He was a fellow of the Royal Society, was elected sheriff of the City of London in 1837 and was knighted by Queen Victoria when she ascended the throne. For forty years, from 1834-1874, he served as president of the Board of Deputies of British Jews.

Montefiore visited the Land of Israel seven times between 1827 and 1875. He helped set up hospitals, agricultural settlements, built synagogues, apartments and tombs. He helped the Jewish communities in Syria, Russia, Morocco, and Romania by intervening with their governments to alleviate their suffering and persecution.

Sir Moses' philanthropic work on behalf of beleaguered and oppressed Jewish communities throughout the world brought him accolades and expressions of admiration and praise on many occasions. But no occasion in his life was marked with greater ceremony and outpourings of affection and admiration than his one-hundredth birthday, truly a remarkable milestone in anyone's life, but one which warranted extra attention because of Sir Moses' stature in the Jewish world.

The Lovers of Zion

One of Montefiore's pet philanthropic projects was settlement in the Land of Israel. He visited the Holy Land many times and supported struggling new settlements financially and politically. It is thus not surprising that he should have been held in particularly high esteem by the members of the Hovevei Zion or Lovers of Zion movement. This movement which began in Russia and Poland after the Russian pogroms of 1881 had as its goals the establishment of settlements in the land of Israel, and the encouragement of immigration to build up the Jewish population. An independent state was still not even a dream. The movement struggled along throughout the 1880s and 90s with only limited success. It was officially recognized by the Russian government in 1890. Eventually it was overtaken by the rising tide of the Political Zionist movement led by Theodore Herzl.

In order to facilitate planning and consolidate leadership and activities the Hovevei Zion sponsored several conferences. The first of these took place in Kattowitz (Katowice), Eastern Prussia (now Poland). The Warsaw group of Hovevei Zion presented a proposal for a settlement project in honor of Montefiore. It was originally intended that the conference coincide with the 100th birthday of Montefiore which fell on October 27, but the conference had to be delayed and was not held until November 6 of that year.

Among the fundraising projects by the Hovevei Zion was the sale of a photograph of Montefiore along with a poem in his honour penned by the famous poet Judah Leib Gordon. Thousands of these were sold and funds used to support the settlements of the Biluim, or early settlers of the Land of Israel.

This photograph is included in the album sponsored by the Hovevei Zion

movement which was presented to him on his birthday. This album which was donated to the University of Toronto Library by Mr. Albert Friedberg and is now housed in the Thomas Fisher Rare Book Library,[1] is the subject of this paper.

The album was presented to Montefiore at Ramsgate on his birthday by David Gordon (1831-1886), the editor of one of the most influential Hebrew newspapers of the time, *ha-Maggid*, and an important spokesman for the Hibbat Zion (Love of Zion) movement.

Description of the Album

The album contains paeans of praise to Montefiore and signatures of communal leaders of twenty Jewish communities ten from Poland ten from Russia. Poland is represented by the Warsaw community which instigated this project, as well as Bialystok, Brest-Litovsk, Lublin, Mezritsh, Kovno (Kaunas), Mitau, Riga, Vilna (Vilnius), and Zgierz. Russian communities represented are: Ekaterinoslav, Minsk, Moscow, Odessa, Pinsk, Poltava, Rostov-na-Donu, Staro-Konstantinov, and Vinnitsa. Individual leaves were prepared and signed in the separate communities and then all were sent to Warsaw, where the album was put together and bound. The binding is very ornate, decorated with woodcarvings in relief, including Montefiore's initials and coat of arms. Various biblical verses are included in the spaces between the carvings. The album is housed in a special wooden box, finished with leather. The binder signed his work and was obviously very proud of it. His name was Numa Nirnstein of Warsaw.

While this album is certainly important as a piece of Montefioriana, perhaps the most elaborate written tribute ever presented to the great man, it is arguably more important for the historical information it contains pertaining to the leadership of the Hovevei Zion movement and the communal structure and leadership makeup of the various communities represented in the album. The album contains some 1300 signatures from the twenty communities represented in it. (The exact figure is difficult to determine as some of the signatures are run together and are often difficult to read.) Some have only a few, others have over 200. Thus one can get an idea of the relative size of the Hovevei Zion groups in these communities. The actual signatures can tell us who the leaders of the movement were. In some cases, the leaders are well known, in other cases less so. For instance, the Warsaw sheet includes the signatures of Saul Pinhas Rabinowitz, and Hayyim Zelig Slonimski. The former was the secretary of the Hovevei Zion Warsaw branch and the latter a well-known rabbi. Among the Vilna signatories is Samuel Jacob Fuenn, a well-known author and historian, and Rabbi Jacob Joseph, who later moved to New York City and attained prominence there.

In larger towns the leaders of various societies signed and their stamps were affixed, giving us an insight into the communal structure and into the wealth of associations and charitable groups which existed in some communities. Thus for example, the sheet for Kovno (Kaunas) has the famous rabbi Isaac Elchanan Spektor as first signatory followed by various dayyanim (judges in the rabbinical court). For the community of Mitau there are signatures representing many cultural and philanthropic societies including: Talmud torah (supporters of Torah study), Hevrat ha-nashim mish'an la-aniyyim (the women's society for support for the poor), Hevrah Tehilim (society for saying psalms for the sick), Hevrah le-kalkalat anshe ha-tsava be-ma'akhalot kesherot (society for providing soldiers with kosher food), Hevrat ba'e shabbat (presumably, a society for providing the

poor with sabbath provisions), hevrat pidyon shevuyim (society for redeeming captives) and others. Among the fifteen societies and study-houses in Kovno are: somekh noflim (supporters of the fallen), malbish arumim (clothing the naked), lehem la-aniyim (bread for the poor) and tomkhei shabbat (supporters of the sabbath). Every society affixed its special stamp or seal which sometimes had interesting designs.

The status of the signatories with regard to Hovevei Zion is not always clear. Many sign on behalf of other organizations alongside the leaders of Hovevei Zion, and quite likely were not actually members of the movement. In all likelihood they simply took the opportunity offered by the Hovevei Zion initiative to pay homage to a beloved benefactor and statesman. Nevertheless, the willingness of these communal leaders to associate their name with this project sponsored by Hovevei Zion could be an indication of the broad sympathy and support the movement had among the leadership in various communities.

Another important use these lists of signatures may have is for historians and genealogists. These may find here evidence of community members who are not attested in other sources. For some of the communities represented here, there are no yizker-books (memorial books describing the community and listing important members)(e.g., Kremenchug, Rostov-on-Don, Vinnitsa), so a list of names of communal leaders from the late nineteenth century is a precious find.

Furthermore, the number of signatures from each community, while indicative of its size can also give us some idea as to the strength of Hovevei Zion in that community. One-hundred and twelve signatures from the little known community of Kremenchug is a significant historical witness. The additional fact that two of the signatories are rabbis, one a rav mi-ta'am ha-memshalah, a rabbi appointed by the government, and the other the rabbi of the Habad community is intriguing.[2] A comparison with historical works on the movement and its relative strength in various areas of Russia and Poland may necessitate revision of assessments of the relative strength and activity of the movement in these areas.

Provenance

The question of provenance still remains to be discussed. This album is probably the most impressive tribute ever presented to Sir Moses. How did it disappear from the library of the Montefiore estate and end up in the possession of Mr. Friedberg? We may never know the full answer to this puzzle. But suffice it to say that after Sir Moses' death, chaos reigned in his estate and unconscionable things were done to his archives and other records. Much of his personal correspondence was destroyed by his private secretary Louis Loewe, after he had published what he felt to be the most important letters among them.[3] Of the 2000 letters of tribute presented to him on various occasions, only about 400 remain. Most were destroyed.[4] When the Montefiore Library was transferred to Jews' College many items seem not to have made it. This album for instance is not listed in the Catalogue of the Manuscripts of the Montefiore Library published in 1904. It is also not mentioned in the comprehensive Montefiore bibliography published by Ruth Lehmann-Goldschmidt in 1984.[5] I have only found one reference and brief description of it in a book on Montefiore published by S. U. Nahon in 1965.[6] That such a significant item should have gone missing from the Montefiore estate is at once disturbing and shocking. But it must have been removed at some point and made its way into the open market where it was

eventually bought by Mr. Friedberg. This is as much as we can say about this item's provenance at this point in time.

Conclusion

In conclusion, the Hovevei Zion tribute album is a precious artifact attesting to the love and admiration felt towards Sir Moses among the broadest segments of the Jewish community, feelings which cut across denominational and political lines. At the same time it is a significant source of information about the leadership of the Hovevei Zion movement and about the makeup of many Jewish communities in Eastern Europe. Some of these communities are well-known and much studied; about others we know relatively little. This volume provides important primary source material about communal structure, levels of acculturation, patterns of leadership, identities of important figures in these communities, and much more. This enhances its value as a focus for primary research.

Notes

1. Shelfmark: Friedberg MSS 9-006

2. A Habad rabbi is also among the Riga signatories.

3. See letter by Lucien Wolf, published by R.D. Barnett, "Sources for the Study of Sir Moses Montefiore," in Sir Moses Montefiore: A Symposium (Oxford : The Oxford Centre for Postgraduate Hebrew Studies and the Jewish Historical Society of England, 1982), 4.

4. See Marilyn Lehrer and Peter Salinger, "The Testimonials and the Legend," in The Century of Moses Montefiore, ed. Sonia and V.D. Lipman (Oxford: Oxford University Press, 1985), 349. According to the authors, a catalogue of these is in preparation.

5. Ruth Goldschmidt-Lehmann, Ruth P. Sir Moses Montefiore, bart., 1784-1885: A Bibliography (Jerusalem: Misgav Yerushalayim, 1984).

6. S.U. Nahon, Sir Moses Montefiore, Leghorn 1784-Ramsgate 1885: A Life in the Service of Jewry (Jerusalem : Bureau for Jewish Communities and Organizations of the Jewish Agency, 1965), 111.

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Who invented the index? - An agenda for research on information access features of Hebrew and Latin manuscripts

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Abstract

The Internet has stimulated interest in the history of indexes, but insufficiently detailed book indexes and manuscript catalogs make research in this field difficult. It has been claimed that concordances and subject indexes were invented in France in the thirteenth century, but alphabetical lists of words and phrases from the Hebrew Bible were compiled by the tenth-century Masoretes. The Hebrew codicological database, Sfardata, lacks fields for the paratextual features of manuscripts, and the emerging standards for manuscript cataloging in the electronic environment lack detail in this area. Enhancing codicological databases and standards would facilitate tracing the origins of indexes.

Paper

Introduction

The growth of the Internet and the increased number of electronic documents have stimulated interest in the history of indexing. The well-known librarians Fred Kilgour and Bill Katz have published histories of the book and of reference books, respectively.[1] The history of Hebrew books and reference works is neglected in the aforementioned books and in other Western studies.

Encountering a claim that the first citation index was published in England in the eighteenth century, I investigated the earliest Hebrew citation indexes and found that they date back nearly six centuries earlier.[2] The study of citation indexes stimulated me to look for the earliest Hebrew subject indexes. I researched this topic at the Vatican Library and, surprisingly, found no subject indexes in Hebrew incunabula (books printed until 1500) or manuscripts, only more citation indexes. My article discussing the reasons for this includes a chart surveying the first indexes as well as the features related to them, such as alphabetical order.[3]

In documenting that paper I encountered the claim that concordances and subject indexes were invented in France.[4] I visited half a dozen French repositories in the summer of 1999 and examined the earliest Latin concordances and indexes. A paper based on that research has just been published.[5]

Masoretic lists and concordances

While in France, I spent a day at the Oriental Division of the Bibliothèque Nationale. After examining early Hebrew manuscripts in that collection for features germane to indexing, I purchased the exhibition catalogue compiled by the curator, Michel Garel. [6] The book includes an illustration of a Masoretic list in which words from the Hebrew Bible are arranged in alphabetical order, and the phrases from which they are taken aligned next to them. It struck me that the format of such lists may have served as the model for the Latin concordances to the Bible that were compiled in the thirteenth century. This hypothesis led to a whole series of questions relating to the definition of index, the breakup of the Bible into chapters, the role of memory in relation to indexes, and Christian-Jewish communication in the Middle Ages.

A key characteristic of indexes is that they lead from a known order of symbols (such as the Hebrew alphabet) to an unknown order of information (e.g., Biblical passages). An index entry consists of three elements, two of which are required. The elements are: the heading, the modification (optional), and the locator. In a typical Biblical concordance, the heading is the word being looked up, the modification is the phrase in which the word is found, and the locator is the number of the chapter and verse. Masoretic lists had only two of these elements; they lacked chapter numbers.

Chapter numbering of the Bible is generally credited to Stephen Langton, who lived in the thirteenth century. The use of Langton's numbers in a major Latin concordance made them a standard reference system that was eventually incorporated into Hebrew Bibles and concordances. Langton did not invent chapter numbering, however. According to Rouse and Rouse, this feature is found in the Greek New Testament and dates back to the second or third century.[7]

The Masoretes also divided the Bible into chapters, known as sedarim, for the purpose of designating portions of the text to be read in the synagogue. In some Masoretic manuscripts, lists of the initial phrases of the sedarim are numbered with Hebrew letters. Two well-known early Biblical manuscripts, the Cairo Codex and the Aleppo Codex, do not incorporate the numbering of sedarim into the text, but it is found in parts of the Leningrad Codex. In other parts of that codex, numbering of sedarim was added by a later hand. Experts in Rabbinic literature whom I have consulted do not know of cases where the numbering of

sedarim was used in references, e.g., Genesis, seder 25. Instead, the name of the portion of the Pentateuch, or the initial words of the seder, were used to indicate the location of a passage.

The names and order of the portions of the Pentateuch are not common knowledge today, [8] but it has been posited that Jews in the Middle Ages did not need concordances because they knew the Bible by heart.[9] This returns us to the question of whether Masoretic lists were indexes: the Biblical phrases may have been implicit locators rather than modifications. In other words, just seeing the phrase was enough to tell the learned Jew where in the Bible it was located. It is one thing to be able to recognize the source of a passage, but quite another to recall all the passages in the twenty-four books of the Bible that contain a given word, including function words (prepositions, conjunctions, etc.). Here the focus is on how the Masoretes worked: Clearly they had no computers, but did they have index cards?

If we grant that Masoretic lists were concordance-like structures, we need to establish that Christian Biblical scholars had access to them before claiming that these Hebrew word lists served as the model for Latin concordances. There are varying opinions on this question. Beryl Smalley's theory of Christian-Jewish communication in the Middle Ages[10] is not accepted by all scholars. One expert told me that few Jews during that period understood Masoretic notes, and the number of Christians who could interpret them was no doubt even smaller. My hypothesis, however, does not relate to the Masorah Parva (literally, the small Masorah), the tiny coded notes in the margins of Biblical manuscripts; I am speaking only of the independent Masorah, the separate lists such as Okhlah ve-Okhlah, which have a format that is easily copied.

Codicological databases and manuscript cataloging standards

My prior papers have discussed the problems associated with researching the history of indexing. One of them is the poor indexing of books on the subject. For example, Leila Avrin's volume on the history of the book mentions indexes, but the term is not in her index.[11] Another major problem is the inconsistent use of terminology for indexes in all the languages with which I am familiar. For example, the term index is often applied to table of contents by catalogers of Hebrew and Latin manuscripts and incunabula. Finally, the inclusion of indexes and features related to them is often not noted in manuscript catalogs. Therefore it is necessary to do sequential searches of manuscript repositories to find indexes.

Computers are now being applied to the study of manuscripts. In the world of Hebrew codicology (the study of codices, i.e., manuscript books), the major database is Sfardata, directed by Malachi Beit-Arié. The questionnaire for the project lacks fields for the paratextual features of manuscripts, i.e., those, such as indexes, which enhance information access. These features can be recorded in a comment field, but that is not likely to capture details on types of indexes and their methods of arrangement in a structured manner to facilitate retrieval.

In the general world, which focuses mainly on Latin manuscripts, a paratextual field has been defined for the standard under development by the Text Encoding Initiative. Its definition is inadequate, and the subfields have not been enumerated yet.[12] Digitization is currently a major activity in the library world, but without adequate cataloging, we will not be able to find the documents of

interest. The Digital Scriptorium[13] is an example of a collection of digitized manuscripts for which the cataloging information lacks fields for paratextual features, and even for collation. The method of numbering the leaves or pages of a codex is very much related to information access. For example, if a manuscript has foliation (numbering of leaves), the locators in its index are not as specific as they would be with pagination. Thus collation data are germane to the study of indexes.

Conclusions and recommendations to the international library community

The study of manuscripts to date has focused primarily on their physical features (paper, ink) and artistic qualities (rubrication, illumination). Data on physical features contributes to the dating of indexes and to the identification of the countries in which they were produced. Artistic qualities, such as the use of color in manuscripts, can also be germane to information structure: Kilgour has shown that red ink was used to highlight keywords in Egyptian documents.[14] Alternating blue and red headwords was a common feature of medieval Latin indexes, which enhanced the clarity of these tools.

The literature on the history of indexing is widely scattered, and we - librarians, who are supposed to be experts in the organization of information - have not provided good access to it. It is recognized today that organizing information is the most important thing librarians do, but it is difficult to write the history of our own field because we have not organized, or indexed, the relevant information.

Librarians are involved in developing metadata standards for many forms of document. We should see to it that these structures have fields for the features of interest to us, notably indexes. After the standards are developed, much work remains to fill in the slots, i.e., to catalog in a consistent, detailed manner the many thousands of manuscripts held in repositories throughout the world. Only when such databases exist will we be able to retrieve information on the earliest occurrences of tables of contents, indexes, and related information structures.

This paper has focused on documents in two scripts, Latin and Hebrew, although other writing systems have been mentioned. In challenging the claims that the first citation indexes and concordances were in the Latin alphabet, I have noted Hebrew precedents, but I have also mentioned features germane to indexes that are found in documents written in other scripts. Librarians who work with Greek, Arabic, and Chinese documents should share information on the earliest examples of information access features found in these works, to allow us to move closer to the answer to the question, "Who invented the index?".

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Schmelzer. (Owing to limitations of space, their individual contributions and affiliations cannot be listed.)

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12. The definition of paratext in the standard under development reads: "contains a description of any other information contained in manuscript which is intended to aid the reader, such as column numbers, running heads, etc.". The only example provided is a description of line numbering. http://www.hcu.ox.ac.uk/TEI/Master/Reference/ref/PARATEXT.htm. Visited May 11, 2000.

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Simultaneous Interpretation:

CDNL/CENL activities with identifiers

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Abstract

As they extend their deposit tasks to include the safekeeping of born-digital publications, National Libraries have a special interest in persistent identifiers for digital material. Persistent identifiers and their resolution to deposit locators in a networked environment are key to the long-term accessibility of deposit collections

Paper

CDNL (the Conference of Directors of National Libraries) formed a Task Force to investigate these issues and, a year later, endorsed the Principles and Recommendations issued by the Task Force. On recommendation by the Task Force, CDNL has assumed responsibility for the administration of the National Bibliography Number (NBN) namespace for national libraries. First steps are taken to establish a global identifier infrastructure for deposit collections in a networked environment. Within this global framework, national bibliography numbers are unique and can be resolved to access the associated bibliographic descriptions and the corresponding deposit items. NBNs than, can be used globally to access deposit collections around the world. CDNL still needs to address major organisational and technical implementation issues. The Task Force will continue working on these issues on a step by step basis.

CDNL Task Force on Persistent Identifiers

National Libraries are responsible for the long-term preservation and availability of publications and other documentary heritage. As they extend their deposit tasks to include the safekeeping of born-digital publications, National Libraries have a special interest in persistent identifiers for digital material. Persistent identifiers and their resolution to deposit locators in a networked environment are key to the long-term accessibility of deposit collections.

The issue was raised at CDNL (the Conference of Directors of National Libraries), which formed a Task Force consisting of representatives from the national libraries of Australia, Canada, Finland, Germany, Netherlands and the United States, with Winston Tabb from the Library of Congress as chair.

The Task Force met twice: once in Washington DC on April 28-30, 1999 and once in The Hague on March 23-24, 2000. In this session I will present the main results achieved by the Task Force to date and future directions.

National Libraries and their use of identifiers

National Libraries use identifiers in a variety of ways:

- to facilitate bibliographic control by acting as agents responsible for assigning ISBNs, ISSNs, ISMNs, etc.,
- to facilitate the distribution and control of the bibliographic and authority records they create by assigning identifiers to the records themselves such as the national bibliographic number (NBN),
- to facilitate the acquisition process of publications by using the publisher's or other identifiers for order handling,
- to support the local management of the deposit collections by using locally assigned shelf numbers or URLs.

In the networked digital environment the use of identifiers is changing because of the resolution functionality whereby the identifier serves as a locator. In this environment National Libraries are experimenting with new types of identifier usage:

- to facilitate direct end-user access to digitised collections by using an identifier assigned by the library as the producer of the digital image,
- to facilitate permanent access to networked resources made available by other content producers, for example by establishing PURL services or URN generators,
- to facilitate linking from the catalogue record describing a networked resource directly to the resource itself, for example by using URLs as hyperlinks in the catalogue,
- to facilitate citation to a networked resource that is also available in a deposit collection, by publishing last-resort URLs

New challenges posed by identifiers in a networked environment

Issues arising from these new application areas are related to more general problem areas encountered in other sectors as well, such as:

- granularity: the level of specificity required of the identifier to identify a digital object as a whole and/or its component parts and the relationship with the granularity of the corresponding description;
- metadata: a fundamental relationship exists between identifiers and

metadata. Which metadata is required to complement the function of identification? Distinctions between identifiers and metadata tend to become blurred as identifiers contain meaningful metadata (e.g. version information) and hyperlinks to catalogue entries are used to identify and locate digital objects.

- persistence of identifiers and persistence of resolution: this is mainly a responsibility issue. If national libraries are assuming responsibility for assigning and controlling persistent identifiers to digital objects made available by others, in how far should they also assume the responsibility for managing the associated resolution service? where does this responsibility end and where does the responsibility of the content provider for local URL management start?
- plurality of identifier systems: it is recognised that libraries will have to deal with digital objects that have been assigned different identifiers by different authorities. The various identifiers for a digital object will likely be dependent on different resolution services. In order to ensure effective linking from the bibliographic description to the digital object, libraries will be dependent on the chain of interdependent technologies supporting the links, including the different resolution services and the integrity of the links between the identifiers and the current physical addresses of the object.

CDNL Guiding Principles on Identifier Systems

The CDNL Task Force on persistent identifiers has issued Guiding principles for the development of identifier systems. The principles were endorsed by the CDNL meeting during the previous IFLA conference in Bangkok. The CDNL "Principles" underline the need for an identifier infrastructure, such as emerging in the web publishing community, not only to support electronic commerce but also to facilitate access and retrieval of networked resources. The "Principles" stress that the international library community has a partnership role with content providers in establishing how the relationship between identifiers and metadata will evolve. They recognise the need for interoperable identifier systems within an architectural framework that "should be based on open, international standards and accessible to the broadest range of information providers without prejudice and within reasonable costs". In addition, "the identifier scheme should be in the public domain", and "the charges for assignment and administration of identifiers, if any, should be on a not-for-profit basis". Finally, the global resolution services should be universally accessible, as distinct from access to the resources identified which, it is recognised, may fall under a given access control regime. Last, but not least, the "Principles" recognise the responsibility of memory organisations, such as national libraries, "to provide last-resort resolution services for identifiers of cultural heritage resources".

CDNL will promote adherence to these principles at large. It has given its technical working group the mandate to:

- promote the development of standards for persistent identifiers and the supporting infrastructure for resolution services
- liaise with other parties engaged in these developments, particularly content producers and publishers, web-technology developers, such as the World Wide web Consortium (W3C) and the Internet Engineering Task Force (IETF), and implementers such as the web-browser community.

CDNL establishes a shared URN namespace

On recommendation by the Task Force, CDNL has assumed responsibility for the administration of the National Bibliography Number (NBN) namespace for national libraries and designated the Library of Congress as its agent to act on its behalf as the registry for that shared namespace. Helsinki University Library, the National Library of Finland, is in the process to register the NBN as a URN namespace identifier with the IETF.

These first steps are taken to establish a global identifier infrastructure for deposit collections in a networked environment. Within this global framework, national bibliography numbers are unique and can be resolved to the associated bibliographic descriptions and the corresponding deposit items. NBNs than, can be used globally to access deposit collections around the world.

The concept of "National Bibliography Number" is generic and refers to a group of identifier systems used by national libraries for identification of deposit collection item descriptions and in some case also for identification of the corresponding deposit items. To date, each national library has used its own NBN string independently of other libraries, there has been no global authority to control the assignment of NBNs. For this reason NBNs are unique only on the national level.

To make the use of NBNs unique on a global scale it is proposed to add a prefix, which may be a country code or another code, registered with the NBN Prefix Registry at the Library of Congress.

Examples of NBNs used as URNs:

URN:NBN:fi-fe19981001 (a "real" URN assigned by the National Library of Finland.)

URN:NBN:LCCN2001000168 (a LCCN-based hypothetical URN assigned by the Library of Congress)

In addition to this, a global resolution system will have to be put in place to actually enable the use of NBNs as URNs. A NBN Resolution Service needs to be established, probably based on the existing Domain Name System (DNS) architecture, to re-direct a NBN to the resolution service identified by the NBN-prefix. From there on the NBN will be resolved at the national or local level of the organisation(s) involved. The final step in the resolution will take place at the level of the national bibliography database. This database contains the resource description and the URL to the actual resource in the deposit system.

This resolution system will rely heavily on the quality of service of each participating deposit library system. Best practice guidelines and promotional activities will be necessary to ensure large-scale deployment of this proposed NBN-as-URN mechanism.

CDNL still needs to address major organisational and technical implementation issues. The Task Force will continue working on these issues on a step by step basis.

Next steps

CDNL will promote the Guiding Principles and raise awareness within the library community of the need for an identifier infrastructure to facilitate access

and retrieval of networked resources. It will promote liaison with other parties that can help progress the establishment of this identifier infrastructure. It has tasked its Task Force on Persistent Identifiers to proceed with the establishment of the NBN Namespace. The National Library of Finland will register the namespace and the Library of Congress will issue guidelines for the NBN SubPrefix Registry. The Task Force will look into issues concerning the maintenance of the integrity of the NBN and the management of URLs in library deposit systems.

All these steps, and more to come in the future, will help advance the establishment of a global identifier infrastructure for better access to deposit collections.

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Problems in the use of Library of Congress subject headings as the basis for Hebrew subject headings in the Bar-Ilan University Library

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Abstract

For many years prior to 1983, the Hebrew Classification and Cataloging Department of the Wurzweiler Central Library at Bar-Ilan University had felt the need of providing the University's students with a means of subject access in the Hebrew language to Hebrew source material for their academic research. The computerization of the library in that year enabled the department to embark upon a project of assigning Hebrew subject headings to its collection of books and non-printed material in Hebrew letters in order to fulfill that goal. It was decided that these subject headings should be based on those of the Library of Congress (LCSH) since the latter were readily available and provided an excellent source for use and translation. LCSH was an internationally accepted system and was already being employed in cataloging the library's non-Hebrew works. But there were disadvantages as well. LCSH sometimes displayed either a political bias or Christian orientation. Additionally, in certain instances, LCSH was not specific enough for a large and varied Judaica and Israeli collection. The current paper describes how the department's staff handled these and other problems, which have arisen during the ongoing work of assigning Hebrew subject headings.

Paper

Bar-Ilan University's wide-scale project of assigning Hebrew subject headings to its collections of books in Hebrew letters (including Hebrew, Yiddish, Ladino, Judeo-Arabic, etc.) began with the computerization of its Library in 1983. Other open-stacked university libraries in Israel had already been assigning Library of Congress Subject Headings (LCSH) in English to their works in Hebrew script. However, we at Bar-Ilan felt that the assigning of English subject headings to such works did not help the average Israeli university student very much when it came to searching for Hebrew source material needed for seminar papers, theses or dissertations. Whereas his or her knowledge of English would probably be sufficient to read texts in that language, chances are that the student's thought patterns would remain based in the nuances of Hebrew. Thus he or she might be hard-pressed to think of the English subject headings that have been assigned to describe the kind of Hebrew books and non-print material being sought. In order to ease the burden, the Hebrew Classification and Cataloging Department of Bar-Ilan University's Wurzweiler Central Library developed Hebrew subject headings, based primarily on LCSH. These headings consist of the Hebrew subject heading, its English form (usually that of LCSH), scope notes when necessary and various "seen from" or "see also" references.

Why did we choose LCSH? It was a comprehensive and authoritative system of subject headings, one that was based on the advice of experts in every field. And it was readily available for use and translation. However, even when we knew which LC subject headings were appropriate, it did not always mean that finding Hebrew equivalents for them was an easy matter. We often had to try and find solutions to various linguistic and spelling problems and continue to do so. Perhaps some of the methods we have used in dealing with these problems may prove beneficial to others who are working to apply LCSH in different languages.

Homonyms

One of the problems we found involved different LC subject headings being represented by the same Hebrew word, depending upon the context. An example of this phenomenon is the word *Avot*, which means both **Fathers** in LCSH and is a "seen from" reference to **Mishnah. Avot** in the LC Name Authority File. But we do not use **Mishnah. Avot** as our Hebrew subject heading. Instead, we use *Avot* with the qualifier *Masekhet* or Tractate to indicate **Mishnah. Avot**. And we added the qualifier, *le-yeladim* to Avot, making it Fathers of children for **Fathers**, the LCSH form which remains as our English translation.

Similarly, the Hebrew word, *Ezrahut* can mean either **Citizenship** or **Civics** in LCSH. We added a qualifier in the first case to indicate that it is referring to **Citizenship** and not to **Civics**.

There were occasions, however, when we couldn't find a solution at all to the problem of one Hebrew word representing two different subjects in LCSH and in such cases we had no choice but to keep the same Hebrew word for both subjects. An example of this is the word *Kin'ah* which may mean either **Jealousy** or **Envy**.

Problems of Hebrew Language Structure

Another problem we had to deal with involved finding a way to distinguish between different Hebrew words that are spelled the same, but pronounced differently, the result usually of different vowel configurations. In classical Hebrew, vowels are indicated by symbols attached to each consonantal letter. Texts printed in such a manner are called pointed. Modern Hebrew, however, is often written without vowel points, with certain unaspirated letters being used to take their place. The difficulty here is that employing these letters in place of vowel points can lead to an uncontrolled vocabulary, as the rules concerning the use of such letters are often disregarded. It would then be very difficult to use this vocabulary as an indexing language, since one would have to search under each form of spelling in order to retrieve all possible outcomes. The joint subcommittee on cataloging of Israel's University libraries has therefore decided that only Hebrew script written without these letters is acceptable, since only in this form is a uniform spelling guaranteed. A uniform spelling also enables our Hebrew subject headings to be used in keyword searching. However, the vowel points to accompany Hebrew words written without the unaspirated letters are not currently available on our computer keyboards and thus it is sometimes impossible to know which words are meant. One solution to this dilemma was to use a qualifier in one of the terms to indicate the particular vowel point differentiating that term from another one that is spelled the same. Examples of these are:

1. *Shanah* means **Year** and *Shenah* means **Sleep**. We have added a qualifier to *Shenah*, in which the vowel for the "e" sound is spelled out and indicated as appearing after the "sh" sound.

2. In Hebrew, the word for **Egypt** is *Mitsrayim* and the word for **Egyptians** is *Mitsrim*. The qualifier we added in this case for *Mitsrim* spells out the vowel for the "i" sound and places it after the letter with the "r" sound.

3. *Almanot* is the Hebrew word for **Widows** and *Almanut* means **Widowhood**. Similarly, *Imahot* means **Mothers** and *Imahut* means **Motherhood**. In these cases, we have placed a qualifier after *Almanut* and after *Imahut* spelling out the vowel in the final syllable with the "u" sound.

Another solution was to add a qualifier which did not spell out the differentiating vowel, but rather explained the concept so that the library patron would automatically know what the correct pronunciation was. Examples of these are:

1. *Omanut* or **Art** has the same spelling as *Amanot* or **Treaties**. We added a qualifier to *Amanot* to indicate that it referred to international agreements.

2. *Gananot* or **Kindergarten teachers**, is spelled the same as *Gananut* meaning **Gardening**. In this case, we added a qualifier to *Gananut* explaining that the subject deals with plants.

In other instances, we handled the problem of one spelling giving different meanings by expanding one of the terms. For example, the word, *Bikurim* which LCSH lists as **First fruits (Bible)** and the word, *Bekhorim* or First-born, the LC subject heading for which is **First-born children**, are spelled the same in Hebrew without vowel points. We prefixed the word *Yeladim*, or children to *Bekhorim*, emphasizing that the subject is indeed **First-born children**, *Yeladim bekhorim*.

An interesting example is the word *Yamim* which may be used for both **Days**

and for **Ocean**. At first glance it might seem more like a homonym, but there are in fact different vowel points possible under the first letter indicating that it is a plural form for two different words, the one being *Yom* meaning Day and the other *Yam* or Ocean. In the Sephardi pronunciation prevalent in Israel, the plural form for both words sound almost the same. But in the Ashkenazi pronunciation used by many Jews throughout the world, the difference in pronunciation is more noticeable with the word for Days being sounded as *Yawmim*. For **Days**, we used the construct form of *Yamim*, *Yeme*, which combined with the word h*a-shavu`a* means literally, days of the week. **Ocean** remained Yamim by itself.

Hebrew vs. non-Hebrew Terminology

Our previous examples all concerned pure Hebrew terms. However, Hebraized non-Hebrew terms have also entered the Hebrew language when there were no equivalent terms already existing in Hebrew and when the Academy of the Hebrew Language either chose not to create new ones or have not as yet decided on a Hebrew form. Examples of these are *Biologyah* for **Biology**, *Ekologyah* for **Ecology**, *Psikhologyah* for **Psychology**, etc. But even a word coined by the Academy of the Hebrew Language is not always accepted in common speech in Israel. That is why we continue to use the Hebraized non-Hebrew term, *Seksizem*, from the LC Subject Heading, **Sexism**, rather than the Hebrew term, *Minanut*. Sometimes, we have combined a Hebrew word together with a Hebraized non-Hebrew one to create a hybrid as for example, *Bitahon sotsiyali* for the LC subject heading, **Social security** or *`Avodah sotsiyalit* for **Social work**. At other times, we used either a Hebrew or Hebraized non-Hebrew term, depending upon whichever is more locally accepted. For example, we use both the Hebrew term, *Ripui*, and the Hebraized non-Hebrew term, *Terapyah*, for the LC subject heading, **Therapy**, depending upon which type of therapy is being discussed. *Terapyah* was used especially in psychological settings while *Ripui* was more often given in medical situations. Nevertheless, if a singular medical term incorporated the word "therapy", we usually kept it in the Hebrew subject heading as well.

User Friendliness

An example of such a type of therapy recorded in LCSH is **Chemotherapy**. LC employs this subject heading for any kind of treatment using chemicals, including drug therapy. Israelis consider chemotherapy to be used only in the treatment of cancer patients. In the treatment of other diseases, drug therapy would be the appropriate term. We have made this distinction in our Hebrew subject headings and used the Hebraized form of **Chemotherapy**, *Kimoterapyah* when discussing the treatment of cancer patients, but used the Hebrew equivalent of Drug therapy, *Tipul terufati*, when dealing with other diseases. However, since in LCSH, **Chemotherapy** is used for Drug therapy, we have translated both our Hebrew subjects as **Chemotherapy**.

Our Hebrew translations from LCSH sometimes use a plural form when LCSH uses the singular. To give a few examples, in Hebrew it was more appropriate to employ the plural form of the LC Subject Headings: **Almond**, **Apple**, **Secret service, Social service, Sex role**, etc. But we have retained the singular form as it appears in LCSH in our English translation

At other times, however, we have not retained the LC subject heading and have used instead one of the references seen from that subject. A case in point is our Hebrew heading, *Sartan etsel yeladim* or Cancer in children ~. The LC subject heading for Cancer in children is **Tumors in children**. We felt that since tumors may either be benign or cancerous, it was too broad a heading to be used only for Cancer in children. Our translation is followed by a tilde (~) to indicate that we consciously diverged from LCSH. The subject heading in question is a general one, but usually we try to limit our changes from LCSH to subjects relating to Judaica or to Israel.

Disadvantages of LCSH

It is within the framework of Bar-Ilan University having both a large Judaica and Israeli collection that we discovered disadvantages as well in using LCSH. In some cases, LC subject headings were not specific enough in dealing for example with Hasidism, Hebrew literature, the Holocaust, Jewish law, Israel, Jewish history, etc. In other instances, it was clear that LC subject headings sometimes displayed either a political bias reflecting the foreign policy of the United States or a Christian orientation, echoing the fact that the majority of that country's population are Christian in religious belief. We felt that in Israel, a country with its own government policy and where the majority of people are Jewish, subject headings should be more in line with locally held views when they conflicted with those of LC. In such situations, we would create more specific, alternative or original Hebrew subject headings more suitable for Bar-Ilan's collections. A tilde (~) was placed after the English translations of these original Hebrew subject headings to show that they were not taken from LCSH.

Specificity

What were some of these original Hebrew subject headings? Let's start with areas where the Library of Congress' subject headings were not specific enough. LCSH divides the politics and government of Israel into three time periods: 1948-1967, 1967-1993 and 1993-. We found it necessary to use many more: 1948-, 1948-1963, 1948-1967, 1948-1977, 1963-1973, 1967-, 1967-1977, 1973-1977, 1977-1984, 1984-1992, 1992-1996, 1996-1999 and 1999-. We have similarly divided up other LC subject headings into time periods, **Hasidism**, being one of them.

The followers of Hasidism are called Hasidim and they comprise a group of Jews not given enough attention by LC. It is true that LCSH lists **Hasidim** as a subject heading as well as eight specific groups of Hasidim. But to date, Bar-Ilan numbers 106 different Hasidic sects.

These Hasidic sects are usually named after the places in Eastern Europe where they were founded. In our Hebrew subject headings, we have generally tried to keep the form of these names as they were pronounced by the Jewish population even if they differ from the way they may appear on maps today. LC itself does this with the Hasidic sects it does list. For example, it is **Gur Hasidim** and not Gora Kalwaria Hasidim. It is **Satmar Hasidim** and not Satu Mare Hasidim, **Zanz Hasidim** and not Nowy Sacz Hasidim. Among those we have added, one may find Klausenburg and not Cluj-Napoca, Kalub and not Nagykallo,

Nikolsburg and not Mikulov.

The problem of identifying Jewish place names in general in Eastern Europe is a difficult one because of changes in boundaries and political jurisdiction over the course of time. It is rendered even more acute when it comes to the many Yizkor books, or books commemorating the Jewish communities which were destroyed during the Holocaust that are contained in Bar-Ilan's Library. Here too, we have in many cases used the Jewish form of the name in our Hebrew subject headings rather than the current form. For example, in Hebrew our subject headings record Vilna rather than Vilnius and Kovno rather than Kaunas, both in Lithuania, and Mattersdorf rather than Mattersburg in Austria. We also use the name *Rusiyah ha-levanah* or White Russia in our Hebrew headings when referring to Belarus. The English translations however, do reflect the official form of the name and we have provided references from one or more forms of the name to the other. These instances are all fairly straightforward.

Other cases may be more obscure and require painstaking research, using such sources as gazetteers, atlases, encyclopedias, Library of Congress Name Authorities, etc. Examples of these are Varenz rather than Novoukrainka, Zadniye rather than Pryborzhavs'ke, Zwehil rather than Novohrad Volyns'kyi, Radzivilov rather than Chervonoarmeisk, all in the Ukraine; Dvinsk rather than Daugavpils in Latvia; `Ir Hadash rather than Nove Mesto nad Vahom, Unsdorf rather than Huncovce and Helmets rather than Kralovky Chimec in Slovakia; Eishishok rather than Eisiskes, Yurburg rather than Jurbarkas, Meretesh rather than Merkine, and Rakishok rather than Rokiskes in Lithuania These were some of the names given to the small towns or shtetls in which Jews had settled in pre-Holocaust Europe.

Jewish settlement in Israel, reflecting different conditions, developed some new forms. LC lists them as **Kibbutzim**, **Moshavim** and **Moshav shitufi**. We have added to these as well, Development towns~, the latter being towns that were set up to absorb the many thousands of Jewish immigrants who came to Israel in the 1950's. We have also taken **Kibbutzim** and expanded it to deal with specific situations peculiar to kibbutz life. These include for example: Kibbutzim - General meeting ~, Kibbutzim - Sleeping arrangements ~ and Kibbutzim - Hired labor ~. In addition, we have treated **Kibbutzim**, **Moshavim** and Development towns ~ as if they were names of places and used them as geographical subdivisions, much as LC has done for **Developing countries**.

Cultural, Political and Religious Differences between the U.S.A. and Israel

Works discussing immigrants to development towns and to Israel in general would have been assigned the LC subject heading, **Israel - Emigration and Immigration**. That might be true of any other country, but here when we talk about Jews coming to live in Israel, the commonly accepted term is *Aliyah*, literally going up, as if to say that a Jew is elevated spiritually by immigrating. Similarly, when a Jew emigrates from *Israel*, it is called Yeridah, meaning going down. So in terms of Jewish immigration and emigration regarding Israel, we have established the terms *Aliyah* ~ and *Yeridah* ~ as Bar-Ilan original subject headings. Through the use of these terms, many others have also been derived. Among these are `Olim ~ or Jewish immigrants to Israel and Yordim ~ or Jewish emigrants from Israel.

Yordim have migrated to countries throughout the world into what LCSH refers to as **Jewish Diaspora**. We have established the term Diaspora ~ as if it were a place name subdivision, to apply in general to Jews living abroad as opposed to those living in Israel.

Previously mentioned were some of the problems involving the names of places in the Diaspora where Jews had lived prior to the Holocaust. Here in Israel, we have geographical name problems as well because LC's policy reflects the political position of the U.S. Government, which need not be the same as ours. Perhaps the most extreme example of U.S. policy being reflected in LCSH vis-a-vis Israel is the refusal of LC to recognize Jerusalem not only as Israel's capital but as even being part of Israel. According to LC, Jerusalem as a geographical subdivision is assigned directly. For example: **City planning - Jerusalem**. We could not accept this disregard for Israel's sovereignty over the Holy City and our subject heading would of course be rendered: City planning - Israel - Jerusalem ~.

In addition to the political stance of LCSH, there is a religious orientation indicating a preferred position for Christianity. We felt this to be inappropriate for Israel, the Jewish State, and established alternative subject headings when necessary. Perhaps the most obvious example is that of the Bible. LC recognizes the New Testament as being a part of the Bible, which of course, Judaism does not. So instead of writing **Bible. N.T.**, we just use New Testament ~. And we use Bible and not **Bible. O.T.** to indicate the Old Testament. Our system of counting years is also dependent on whether one recognizes the New Testament as being part of the Bible. So we use B.C.E. (Before the Common Era) and C.E. (Common Era) rather than the Christian oriented terms, B.C. and A.D. Miracles recorded in the New Testament are listed under the LC subject heading, **Miracles.** We have used **Miracles** rather to indicate miracles in Judaism. If we ever receive material in Hebrew concerning Christian miracles, we shall add the qualifier, "Christian", to our Hebrew subject heading, much as we have already added the term, "Christian" to our Hebrew subject heading for the LC subject heading, **Theology**, which is by definition Christian theology.

A number of the examples given in this paper have illustrated cases where we have had to depart from LC subject headings and create our own. We have also established our own subject headings, particularly in areas of Judaica, when no suitable subject heading existed in LCSH. We are pleased that the Library of Congress has adopted some of these original subject headings. Among the more recent ones are **Heter me'ah rabanim,** referring to the rare instances when one hundred rabbis sign a document allowing a husband to take a second wife without divorcing the first one; **Torah cases,** the hard cases that enclose Sephardi Torah scrolls; and **Responsa, 1948-**, answers to queries in Jewish law given by rabbis since 1948.

The creation and updating of subject headings remains a dynamic process, both at the Library of Congress and at Bar-Ilan, where as of the last count there were over 54,000 Hebrew subject headings in our data base. We are proud that our joint cooperation results in the improvement of both our subject heading lists, for the benefit of library users throughout the world.

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Reading and library usage habits of the students whose mother tongue is Turkish in Vienna, Austria*

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Paper

Introduction

Many developed countries have some serious problems based on their multicultural structure. They all are trying to solve, especially the cultural adaptation problems of the ethnic communities to be able to live together.All these efforts to solve cultural adaptation problems should be multi-dimensional and long term. Reading and library use habits can be thought as the factors which have important roles in fullfilling the multicultural structure in a country. Affects of these habits to the cultural adaptation of children are usually seen through the agency of the educational achievements and language developments. As known, education and language are the main parts of a culture. In other words, culture is a product of the education and language.

According to Stadler (1980:330-331), reading;

- will develop the source of word of children in both mother language and householder language.
- will provide a base (background) for the grammatical efficiency of the children in both languages.

- will contribute the thinking in both language.
- will raise the communication in both languages.
- will help the children to learn the rules of behaviour and life style of householder country.

Shorthly, all of these points mean direct or indirect contributions to the cultural adaptation of the children.

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Library using can have these functions in cultural adaptation:

- To develop the intercultural understanding and relationships.
- To facilitate the intercultural passings.
- To increase the cultural diversity.
- To provide social integration.
- To give an educational support to language development. (Mylopoulos 1985:23-24).

Reading and library use habits of ethnic groups' children in multicultural societies must be seen as the main parts of the national education and cultural policy in connection with these contributions mentioned above.

The outcome of our research stresses the importance of reading and library use habits in cultural adaptation of the children.

The Aims and Scope of the Research

The main aims of the research were that:

1. To identify in detail the problem of reading and library use habits of the students[1].
2. To find out the effects of these habits on their language developments, educational achievements and consequently cultural adaptations.
3. To develop some suggestions for solution of the problem.

Data was collected in 7 primary schools through the questionnaires which were completed by 108 students (in 4th class), 94 parents, 17 class teachers, 7 Turkish teachers, 7 school directors, 12 public librarians and 1 school librarian in Wien.

The population of Wien is 1.600.280 out of the total population of the whole country, 8.072.182. 9.1% of Austria's population and 16.9% of Wien's is non-Austrian citizens. The ratio of Turkish people who do not have Austrian citizenship is 1.8% for Austria and 2.9% for Wien. 18.9% of non-Austrians in Austria is Turkish. 17% of these Turkish population live in Wien.

The mother tongue of 13.6% of Austria's population and 30.3% of Wien's population are not German. The ratio of the population whose mother language is Turkish is 3.6% for Austria and 8.5% for Wien. 26.8% of the population whose mother language is not German in Austria and 27.7% in Wien is Turkish (ÖSTAT 1998).

Findings of the Research

Reading Habits of the Students

Reading frequency is the most useful criter for reading habit.

Frequency	%
Non-reader	42.6
One book and lower for two months	35.2
One book for a month	15.7
Two books or more for a month	6.5

Table 1. Reading frequency of students

[1]Primary school students in our research.

It has been understood that the majority of the students do not have reading habit. The ratio of the students who do not have reading habit and have a little reading habit reachs to 80%. The smallest ratio belongs to the heavy readers.

The data concerning the language students prefer to read:

Language	%
German	48.4
German and Turkish	45.2
Turkish	4.8
Other	1.6

Table 2. Book language students prefer to read.

It has seen that the biggest part of the students who have reading habit prefers German books to read. Students who prefer only Turkish books are quite low. About half of the students read in both languages. Reading in both languages is a positive attitude for their cultural adaptation. The main reason of the low ratioinsufficiency in reading Turkish books is related to the problem in finding them. There are not any difficulties to find the German books.

Data concerning the place students go to find books to read shows the role of the public library in gaining reading habits.

Where?	%
Public library	41.9
Buying	27.9
From friends	12.9
Other	17.3

Table 3. Where do the students find the books to read?

It is possible to say that majority of the students who have reading habit prefer to borrow the books from the public library. But, public libraries should increase the ratio of lending. It is interesting that school libraries are not among alternatives. Because, there are no libraries in most of the schools.

Public Library Usage of the Students

One of the main aims of our research was to find out about the public library usage of the students. It is important as much as their reading habits.

Usage frequency	%
Non-user	63.9
One time for a month	18.5
One time and lower for two months	13.0
Two times and over for a month	4.6

Table 4. The level of public library usage of the students

It has been seen that about two third of the students do not use the public library. The proportion of the non-users together with little-users reaches to 77%. The smallest group is heavy users. It has been understood that the problem of library usage is more serious than the problem of reading habits of the students. Because, the ratio of the non-users is higher than non-readers.

Purposes of library usage of the students is reflecting the current role of the libraries.

Purposes	%
To borrow books	66.6
To read newspapers and magazins	12.8
To study, do homeworks	12.8
To borrow non-book materials (e.g.CD, casettees etc.)	7.7

Table 5. Purposes of library usage of the students.

Students usually use the public libraries with the aim of borrowing books. Borrowing CDs and casettees is not as common as borrowing books. One of the most important reasons of students' use of public libraries as places to study is lacking a personel room in their houses.

It is important to put forward the sufficiency of the libraries concerning Turkish reading materials.

How much Turkish reading materials can the students find in public libraries?	%
Very little	54.6
Any	23.1
Most	15.4
All	5.1

Table 6. Sufficiency of the libraries concerning Turkish reading materials.

It has seen that more than half of the students can find only a little Turkish reading materials in public libraries and one fourth cannot find any book. The ratio of the students who have not any problem to find Turkish reading materials in public libraries is only 20.5%. Other data in our research has proved that public libraries have enough Turkish books according to IFLA standarts. But, the problem is actually related to the kinds of these materials. Students said that

they could not find the books they are interested.

Reading Frequency of the Students According to the Geographical Background of their Families

Having a family with a geographical background from village or province has a great impact ofn the cultural structure of the students. In other words, geographical origin is also cultural background.

	Geographical background of the families	
Reading frequency	**Village**	**Province**
Non-reader	51.0	36.8
Two books and over for a month	2.0	10.5

Table 7. Reading frequency of the students according to geographical background of their families.

82.4% of the families is from villages and small towns. Being from a village or province affects the reading habits of the students. More than half of the students whose families are from village does not have reading habit and only 2% of them has strong habit. We can say that students whose families are from province read much more than the others.

Who Encourages Students to Read and to Use Libraries?

The data which shows that who encourage the students in reading book and library using is below:

	Parents	Teachers	Nobody
To read	18.5	21.3	39.8
To use libraries	10.2	15.7	57.4

Table 8. Who encourages students to read and to use libraries?

It is seen that neither parents nor teachers encourage the students sufficiently to read and to use libraries. The ratio of students who cannot take any support from eltern and teachers is very high. Encouragement of students by their parents and teachers to use the libraries is lower than to read books.This is well reflected by the results of our research. Library usage ratio of students is lower than the ratio of reading books.

Reading Level of the Families and its Effect on Students

According to the research data, 71.3% of parents does not read book and 83% of them does not use the library.Effects of this situation on students are shown below:

	Parents	
Students	**They do not read**	**They read**
Do not read	60.0	-
Read two books or more for a month	1.8	33.3

Table 9. Effect of the parents' reading habits on students' reading level.

60% of the students whose parents do not read books do not have reading habit. In other words if their parents read they read, if not they don't. But none of students say he/she does not read if he has an eltern who read. A similar difference is seen in the level of the frequent reading, too. It is clear that the reading habits of the families affects the students' level of the reading.

Reading and Educational Achievement

Reading habit is not the single factor which affects the educational achievements of the students. But our data shows that there is a meaningful relationship between them.

Frequency of reading	**Fail in third class**
Non-reader	72.7
Two books and over for a month	-

Table 10. Frequency of reading and failure in education.

While 72.7% of the students who failed in third class is non-readers, there is nobody failed among the students who have heavy reading habit.

Reading and Language Development

There is a well known relationship between reading habit and language development.

	German mark (in third class)	
	Very well	**Medium**
Non-reader	-	63.3
Two books and over for a month	37.5	2.0

Table 11. German marks of non-readers and heavy readers.

As seen in Table 5, reading habit affects students' marks in German, positively. There is nobody whose German mark is very well among non-readers. But, 37.5% of the heavy readers has very well German mark.

There is a similar relationship between the level of library usage and the marks students get in German.

	German mark (in third class)	
	Very well	**Medium**
Non-users	4.3	49.3
Two books and over for a month	60.0	20.0

Table 12. German marks of non-users and heavy users.

Only 4.3% of the non-users have *"very well"* German mark. But, this ratio increases to 60% for heavy users. Similar difference between two groups is seen base on the *"medium"* mark. It can be said that there is a significant relationship between the use of library and language development.

The Effect of Watching TV on Reading Habit of the Students

The effect of watching TV on reading habit is a traditional discussion in our literature. In this research, our data concerning this subject is below:

	Frequency of reading	
Frequency of watching TV (in a day)	**Non-reader**	**Two books and over for a month**
1-2 hours	13.6	57.1
3-4 hours	47.8	28.6
5 hours and over	32.6	-
Non-audience	6.5	14.3

Table 13. The relationship between watching TV and reading book.

According to Table 13, 13.6 % of the students who watch TV for 1-2 hours in a day are non-readers. But, this ratio is 47.8% for the frequency of 3-4 hours and 32.6% for 5 hours and over. While more than half of the students who watch TV 1-2 hours in a day is heavy reader, there are not any heavy readers among the students who watch TV 5 hours and over in a day. Relying on these data, we can say that watching TV affects reading habit of the students negatively.

Cultural Adaptation of the Students

We asked students a question, *"where they want to live"*, to put forward of their cultural adaptation. The preference of living both in Austria and Turkey was the best answer for the cultural adaptation.

Countries	%
In Austria and Turkey	39.8
In Turkey	27.8
In Austria	18.5
Other	13.9

Table 14. Where do the students want to live?

It is seen that, the highest ratio belongs to the students who want to live in both countries. It is very positive situation for the level of the cultural adaptation. But, we still can not consider this ratio as a high ratio. Because, the ratio of the students who want to live only in Turkey or in Austria is higher than the students

who want to live in both countries.

Another interesting result is that the ratio of the students who want to live in Turkey is higher than the students who want to live in Austria.

In our research, we could not find any direct meaningful relationship between reading frequency and cultural adaptation. That was very natural. Because, cultural adaptation is a very complex fact and reading habit is not a single factor on that. But, the findings concerning the relationship between reading habits and educational achievements, language developments of the students can be accepted as an indirect relationship between reading habit and cultural adaptation. Because, as we said before, education and language are the most important parts of the culture.

Conclusion

The major results of the research* are:

1. Students have not sufficient reading and library use habits. In other words, they have serious problems regarding with these habits.
2. Students generally read German books. They have some difficulties in findind Turkish books.There are not enough Turkish books in school libraries.
3. Students usually either borrow from libraries or buy the books they read.
4. Students prefer reading stories and comic books.
5. Students generally go to public library to borrow books.
6. Students cannot find most of the Turkish books they want to read in the public libraries. They have not any problems in finding German books.
7. Geographical background of their families affects their use of public libraries.
8. The education level of the families is low and it is another negative factor which affects their use of public libraries.
9. Most of eltern do not read book and do not use public libraries. They do not set good examples for their children to develop these habits.
10. Families and teachers do not support enough students regarding the above mentioned.
11. Watching TV has a negative impact on reading habits of the students.
12. There is a significant relationship between these habits and the students' language developments.
13. Reading and library use habits affect the educational achievements of the students, positively.
14. These habits have an indirect impact on cultural adaptation of the students.

To generate the right solution for these problems:

- We should develop our cooperative efforts with families and teachers.

*Some other importants outcomes of our research is also presented here. For further information please refer to the original research paper.

- School and class libraries which have not enough Turkish reading materials should be developed.
- The hours of Turkish lessons offered in primary schools should be increased and their outlines should also be reviewed
- This research must be supported and enriched with the new researches which will be made in other countries and their results must be compared.

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